

# Becket Keys Church of England School

## Equality information and objectives

### Introduction

Becket Keys Church of England School seeks to foster a supportive, welcoming and respectful culture, based on our Christian values, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

To find out more about our school approach to equality please read our Equality Policy.

### Equality Information and objectives

#### 1 Contextual information

Our school opened in September 2012. We have 150 students in each year group with six tutor groups of 25 students. There is a fairly even split of boys and girls in the school. The largest group of students is those of a white British background with the rest representing a range of other ethnic groups including Chinese, Asian and Afro-Caribbean. A small number of students speak English as an additional language (two or three per year group). The proportion of students known to be eligible for free school meals is below the national average. We have a higher than the national average number of students who have special educational needs with educational health care plans. We are aware that there may be students in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the sex they were born as. We are also aware that children in our school may grow up to be lesbian, gay, bisexual or transgender. We also know that our staff and parents and carers are represented across all of the protected groups.

#### 2 Fostering good relations information

In our school we take pride in the range of work we do to foster good relations and this is regularly reflected in parent surveys (see <https://parentview.ofsted.gov.uk/parent-view-results/survey/result/125180/1>).

You can read more about our approach to fostering good relations in the following policies: Curriculum, Equality and Safeguarding.

We aim to foster good relations by:

- Providing annual staff training on at least one aspect of equality and diversity.
- Ensuring the whole school environment and curriculum reflects the diverse community within which we live. We aim for all students / students in our school to see themselves reflected in the stories we read, the assemblies we hold and in our displays and curriculum.

- Giving clear messages about expectations as part of British society and as part of our school values
- Constantly reviewing and developing the PSHCE Education curriculum so that it provides opportunities to explore values and attitudes, understand similarities and differences and builds understanding of different groups and our own identities.
- The charity work that is led by staff and students also helps to foster good relations.

### **Fostering good relations objective(s)**

- Review the PSHCE and wider curriculum to ensure gender stereotypes are being challenged and the school is a safe space for students to express their gender identity and how they wish to be viewed.
- Provide further staff training on gender and transgender issues and equality.

### **3 Eliminating discrimination information**

We work in partnership with parents and carers, students and students and the whole school community to prevent all forms of bullying and prejudiced based behaviour and you can read more about our approach to bullying and eliminating discrimination in our Anti-Bullying Policy, Equality Policy and Sex and Relationship Education Policy.

Any bullying and prejudiced based incidents are recorded (we use the forms from Valuing All God's Children

(<https://www.churchofengland.org/media/1988293/valuing%20all%20god's%20children%20web%20final.pdf>).

These records are used to inform the tutorial and collective worship programme and the PSHCE education curriculum and to support and track individual students / students. Incidents are discussed during pastoral meetings and reported termly to governors' meetings. Our surveys show that parents feel we deal with bullying well.

Our understanding of how discrimination could affect groups of our students / students is further informed by national research such as that from [Stonewall](#) (homophobic bullying) and research compiled by the [Anti-Bullying Alliance](#).

The results from the student surveys provide evidence that the vast majority of students feel safe at school. The reported rate of bullying is extremely low. Students are encouraged to report any concerns in the early stages. They have undertaken this seriously and let us know of any concerns they have about themselves or other individuals. Older students actively engage with younger students and play a leading role in irradicating all forms of prejudice and disrespectful character. Older students are involved in the Induction of incoming year 6 students throughout the year.

This year there have been very few incidents of bullying of any kind. Any reported incidents are dealt with in a personal manner so that students are able to talk through incidents and are involved in deciding what action should be taken.

We actively encourage parents and carers to report bullying and prejudiced based incidents to us and this has happened. We are pleased to say that we have received very few complaints from parents and carers about how we are dealing with bullying and discrimination.

#### **Eliminating discrimination objective(s)**

- To maintain very low numbers of bullying incidents by reviewing the PSHCE education curriculum to include lessons on racial and sexual orientation equality
- To review the anti-bullying policy in consultation with the whole school community and in particular protected groups of students to increase numbers of parents reporting that our school is good at dealing with bullying.
- Continually raise expectations of character as students progress through the school encouraging greater levels of responsibility and service to the school community.

#### **4 Advance equality of opportunity information**

We monitor individual student progress every term (we operate a six term year) and also monitor progress of key learner groups and compare their progress with the rest of the school population. These reports are presented to the Governing Body. Most members of these groups are performing in line or above the rest of the school population. Where there is underachievement we have put in place intervention/booster classes after school, at lunchtime or before school. The aim of these groups is to enable students to reduce the gap with the rest of the school population.

The SEND Policy, SEN Information Report, Pupil Premium report and More Able students Policy can be found on our website.

#### **Advance equality of opportunity objective(s)**

- To put in place careful and precise planning with RET SEN adviser and families to ensure that students with EHCPs are well catered for and continue to make progress in line with other students
- To ensure regular meetings with School Nurse take place to provide for students with healthcare plans.

In addition to our Accessibility Plan, we have the following actions in place to support disability equality access:

	<b>Actions (focused on outcomes rather than processes)</b>
i. Improvements in access to the curriculum	Any students who require help with access to attend lessons are provided with specific plan and support
ii. Physical improvements to increase access to education and associated services	Lifts are maintained and serviced regularly. A wheel chair is available for short term needs. A chair for moving students up and down stairs is used where lifts are not available An additional lift is being installed this year.
iii. Improvements in the provision of information in a range of formats for disabled students	Students who need information or work sheets in a different format will be provide with these.