

Benjamin Britten School



Equality Information and Objectives Statement

Introduction

This statement outlines the commitment of the staff, Governors and Trustees to promote equality within the school community. This involves tackling the barriers that could lead to unequal outcomes so that there is equality of access, and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Benjamin Britten School, equality is a key principle for treating all people the same, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Equalities Act 2010). This also extends to students affected by home circumstances, for example, young carers and those from low income families.

This statement has been drawn up as a result of consultation with staff, students, parents, stakeholders, Governors and Trustees and has been shared with the whole school community.

Aims

The school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: 'The Equality Act 2010 and Schools', and complies with our funding agreement and articles of association.

Roles and responsibilities

In our school, all members of the school community have a responsibility for promoting equality.

The school's Governing Body is responsible for:

- Ensuring that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensuring that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Providing updates on equalities legislation and the school's responsibilities in this regard
- Delegating responsibility for monitoring the achievement of the objectives on a daily basis to the Headmaster and senior leadership of the school

- Supporting positively, the evaluation activities that monitor the impact and success of the statement on students from different groups, for example, SEND, looked after children, minority ethnic including traveller and EAL students and students in receipt of pupil premium, in the following recommended areas:
 - Students' progress and attainment
 - Teaching and learning
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related to bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors
- Having an overview on all prejudice related incidents or incidents which are in breach of this statement and ensuring that appropriate action has been taken in relation to these incidents

The Headmaster and Senior Leadership are responsible for:

- In partnership with the Governors, providing leadership and vision in respect of equality
- Overseeing the implementation of the equality statement and schemes and ensuring schemes are easily identifiable, for example through the School Improvement Plan
- Analysing attainment data to determine strengths and areas for improvement and actions to be implemented.
- Co-ordinating the activities related to equality and monitoring success in achieving the objectives and reporting back to governors
- Taking appropriate action in response to any prejudice-related incidents
- Identifying any staff training needs, and delivering training as necessary

All school staff are responsible for:

- The implementation of the school's equalities statement and schemes
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
- Keeping up to date with equalities legislation and guidance

Advancing equality of opportunity- Statement Commitments

Ethos and Culture of the School

- At Benjamin Britten School, we are aware that those involved in leadership are instrumental in demonstrating mutual respect between all members of the school community
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- The students are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored
- Reasonable adjustments will be made to ensure access for students, staff and visitors (including parents) with disabilities; this not only includes physical access, but takes into account wider access to school information and activities
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities

- Students' views are actively encouraged and respected. Students are given an effective voice for example, through advocacy, the School Council, student perception surveys and there are regular opportunities to engage with students about their learning and life at the school

Curriculum

We aim to provide all our students with the opportunity to succeed. To achieve this we will ensure that:

- Curriculum planning reflects a commitment to equality
- The curriculum prepares students for life in a diverse society and uses opportunities to reflect the background and experience of students and families in the school
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language where it occurs
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles

Achievement

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity and promote the fostering of good relations between those who share a protected characteristic and those who do not
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all students
- All students are actively encouraged to engage fully in their own learning
- Parents/carers are actively encouraged to be involved in their child's learning

Countering and Challenging Harassment/Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to students, staff, parents and Governors
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has nominated members of staff responsible for recording and monitoring incidents – Heads of Year and Senior Leadership

Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school
- Access to opportunities for professional development is monitored on equality grounds
- Equalities statement and practice is covered in all staff inductions
- All supply staff and contractors are made aware of the equalities statement and practice. A notice informing all contractors is issued at point of engagement – Business & Estates Manager
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review – Headteacher's PA

Partnerships with Parents/Carers and the Wider Community

Benjamin Britten School aims to work in partnership with parents/carers and the wider community. In order to achieve this, we:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school
- Maintain good channels of communication, for example through parent forums, to ensure parents' views are captured to inform practice
- Encourage members of the local community to join in school activities and celebrations
- Ensure that the parents/carers of newly arrived students who are EAL, Gypsy Roma and Traveller families or students with disabilities are made to feel welcome

Links with other policies

This document links to the following policies and procedures:

- Accessibility plan
- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Designated Teacher for Looked After and Previously Looked After Children Policy
- Behaviour Policy

Equality Objectives Progress Report

Introduction

This report outlines the commitment of the staff, Governors and Trustees to promote equality within the school community. This involves tackling the barriers that could lead to unequal outcomes so that there is equality of access, and the diversity within the school community is celebrated and valued.

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Objectives are reviewed and updated every four years.

Objective	Measured by	Progress for 2023-24
1. All students to meet FFT estimates and target grades,	Case studies of vulnerable students and	The school's Progress 8 score is -0.11, which falls within the average banding. Local, regional and national figures are yet to be released. The school's Progress 8 score for disadvantaged students was -0.28 (2023 -0.65). The average score for disadvantaged students

including students with SEN and physical/mental ill health.	published FFT data.	<p>for all state-funded schools is yet to be released, but typically -0.55, white British Children -0.75. It is likely to be lower given the national concerns regarding attendance</p> <p>English and Maths at Grade 5+ for disadvantaged students is 35% (2023 21%), national averages not available yet English and Maths at Grade 4+ for disadvantaged students is 57% (2023 39%), national averages not available yet.</p> <p>For children with SEND (27%) of our cohort, significantly above the national distribution of pupils (top quintile) progress was -0.26 (2023 -0.38), national average not available yet, typically sits around -0.62.</p> <p>Attendance is the main concern due to the correlation with attainment. Persistent Absence was considerably above national in all student groups, with the exception of a small number of EHCP children, which was marginally below average</p>
2. Students with protected characteristics are integrated as part of the school community.	Case studies of vulnerable students	<p>We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take into account their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, demographic group, ethnicity, additional need, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:</p> <ul style="list-style-type: none"> ● Students from families that are financially disadvantaged (PP - Pupil Premium) ● Students who arrive with below nationally expected ability in any area (LAPs) ● Boys or Girls ● Students from minority faiths, ethnicities, travellers, asylum seekers, refugees ● Students who have English as an additional language (EAL) ● Students who have Special Educational Needs or a Disability (SEND) ● Students who are Gifted and Talented (G&T) ● Students who are Lesbian, Gay, Bisexual or Transgender (LGBT) ● Students who are Looked After Children (LAC) ● Young carers, sick children, children from families under stress <p>Supporting the whole child</p> <p>At Benji we encourage our children to have the courage to follow their convictions, to challenge injustice, to persevere in order to succeed and to remain steadfast in the face of adversity.</p>

		<p>We take the well-being and safety of all our students very seriously. We have a culture and climate of students speaking openly and honestly about concerns they have, how they are feeling and worries they may have about school and their personal lives. We offer support for students through our superb pastoral support systems of tutors, heads of year and our wider support team. This provision has been particularly strengthened following Covid. For example, the school recognised the need to address issues around well-being. As a result the school enhanced the hours and work of a fully trained, registered and supervised counsellor to provide support for those with particular needs arising from this period.</p>
<p>3. Raise the attainment of lower prior attaining boys</p>	<p>Analysis of data from progress trackers for these students</p>	<p>The gender gap between boys and girls at GCSE is well documented, running against most, if not all subjects and across all stages of education. Typically the gender gap at GCSE nationally is about -0.5 (half a grade), with about 10% difference in the Headline threshold data 4+ and 5+ in English and Maths.</p> <p>In 2024, whilst the gender gap is still present at Benjamin Britten, the girls outperformed the boys P8: -0.01, -0.2 gap of 0.19 both are within the average banding and a narrower gap than the national average.</p> <p>4+ English and Maths - girls 74%, Boys 61% 5+ in English and Maths - girls 56%, Boys 42%</p> <p>This is a reverse of the 2023 cohort when the boys outperformed the girls in Progress scores in several subjects (mainly due in part to the attendance and poor mental health of a number of HPA girls), early pastoral interventions supported this improvement. We continue to review our curriculum to ensure greater engagement and progress for our boys to minimise the gender gap especially on the “Open bucket” option choices.</p> <p>The challenge of improving literacy levels and provision is a fundamental tenet to the school’s vision and ethos. Alongside this, focusing on English and Maths and identifying children who would benefit from additional extra academic support and then providing them with seminars which are taught in small groups by subject specific teachers aiming to target key misconceptions and develop exam technique. This helps to build academic confidence and resilience, while also developing students’ literacy to enable them to better understand the way in which exam questions are posed and the skills required to answer them successfully.</p> <p>Earlier interventions have been put in place at KS3, for example, our bespoke English Curriculum, to address the gaps in phonics knowledge, build grapheme phoneme correspondence awareness (matching sounds to letters and via versa) and develop transcription skills of handwriting and spelling.</p>

		Additional tuition, mentoring and mental health support has also been embedded using the catch-up funding. There has been a significant investment on developing strategies to reverse the declining trend in attendance post covid.														
4. All students have access to extra-curricular opportunities irrespective of parents' ability to pay	Uptake of children from low income families for extra-curricular opportunities and analysis of school contribution towards costs	<p>As well as ensuring our children succeed in exams, we aim to develop character, compassion and service. Throughout their time at Benji, our children are expected to contribute to our school community and to society, e.g. through our Benji 100. We want our children to try new things, to persist in the face of difficulty and to become resilient in overcoming obstacles.</p> <p>The rich academic and extracurricular opportunities offered at Benji helps to develop pupils who are bright, engaged and have a keen sense of responsibility for their community and wider world. Our busy calendar of regular and special events play a fundamental role in giving our curriculum its vibrant, three dimensional character helping to shape our children's decisions and ambitions for the future. Our extensive enrichment activities helps our children to develop hobbies, interests and apply curriculum concepts.</p> <p>With this in mind, we provide a breadth of opportunities and experiences which seek to help our children become confident, well-rounded and ambitious young adults. Our enrichment programme is overflowing with opportunities to try something new and develop new skills.</p> <p>Our children and their parents are provided with a timetable of extracurricular activities for their year group, which includes both lunch time activities and after school activities. These are displayed in their registration rooms and are promoted positively by all staff.</p> <p>Our children are offered a range of trips with the school subsidising trips that are essential to curricular enrichment, including those that are closely aligned to the curriculum. We endeavour to offer all children equal opportunities to participate fully in school life, including after-school activities and school trips.</p> <p>The attendance on extra-curricular activities for last year is detailed below. The Pupil premium spend on trips, clubs, including music tuition, dance school etc. is detailed in our pupil premium report, with many activities heavily subsidised or free.</p> <p>Curricular Enrichment 2023-2024 - Clubs</p> <table border="1"> <tr> <td>Total number of attendances at clubs</td> <td>11537</td> </tr> <tr> <td>Number of different pupils</td> <td>862 / 1254</td> </tr> <tr> <td>Females</td> <td>456 / 638</td> </tr> <tr> <td>Males</td> <td>406 / 616</td> </tr> <tr> <td>PP</td> <td>292 / 342</td> </tr> <tr> <td>FSM</td> <td>286 / 407</td> </tr> <tr> <td>SEND</td> <td>200 / 315</td> </tr> </table>	Total number of attendances at clubs	11537	Number of different pupils	862 / 1254	Females	456 / 638	Males	406 / 616	PP	292 / 342	FSM	286 / 407	SEND	200 / 315
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Additional information- as of November 2024		

For the 2024-25 academic year:

- BBMA has around 70 trips currently planned covering a wide range of departments/experiences for all year groups. These include residential trips to Sicily, Poland, Iceland and Paris.
- Trips broadly aligned with the curriculum can be subsidised.
- We have already had 2721 attendances at extracurricular clubs in Autumn term 1.
- 646 different pupils have attended extracurricular clubs so far this academic year, with an average of 21% of these being SEND pupils and almost 30% being PP pupils