

Equality Information Objectives

1. Aims

Our 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

2. 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.

3. Roles and responsibilities

The governing board will:

- Ensure 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is [REDACTED] He Will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is [REDACTED]. She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. enabling pupils with medical needs to participate in school journey)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Cultural Learning, and Personal, Social, Health and Economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Pupil Parliament has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: To narrow the gap for SEND, EAL & PPG pupils

Why we have chosen this objective: These groups have been identified as underperforming

To achieve this objective, we plan to:

- Track progress of all pupils and groups across the school
- Use pupil progress meetings to discuss progress and agree next steps ● Set up intervention groups and 1:1 support

Progress we are making towards this objective:

- End of year predictions reflect high expectations
- SEND teacher support and training for teachers
- Termly SEND meetings

Objective 2: To raise awareness and understanding of different disabilities (including invisible disabilities)

Why we have chosen this objective: We have an increasing number of pupils with needs that require personalised provision

- To achieve this objective, we plan to:
- Hold assemblies that educate and encourage empathy
- School displays to promote neurodiversity
- Take part in national awareness weeks ●Promote our School Values

Progress we are making towards this objective:

- Dyslexia Awareness Week (Oct 2018)
- World Mental Health Day (10 Oct 2018) and Children's Mental Health Week (February 2019) ● Queen Elizabeth Foundation (QEF) Assembly (Dec 2018)

Objective 3: To encourage and improve the participation and engagement of parents of PPG pupils

Why we have chosen this objective: This group are less evident at school events To achieve this objective we plan to:

- PTA to use a variety of communication forms to communicate with the school community ● Make tickets available for PTA events for FSM families
- PTA & Family Worker to actively target families Progress we are making towards this objective: ●Held PTA parent forum

Objective 4: To raise awareness and appreciation of different families

Why we have chosen this objective: We have diverse families in our school community that we want to celebrate

- To achieve this objective, we plan to:
- Update PSHE curriculum
- School displays that celebrate diversity
- Promote the ethos of taking part in all areas of the curriculum, particularly RE and Cultural Learning and Relationship and Sex Education (RSE)
- Build on resources in school that celebrate diversity

Progress we are making towards this objective:

- RSE curriculum

9. Monitoring arrangements

The Resources Committee will update the equality information we publish annually. This document will be reviewed by the Link Governor at least every 4 years.

This document will be approved by Resources Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Inclusion Policy
- SEND Policy
- PSHE Policy
- RSE Policy

Appendix 1: Information about the pupil population

Number of pupils on roll at the school: 656 (JULY 2019)

Information on pupils by protected characteristics

Number of pupils with disabilities: 14

There are pupils at our school with different types of disabilities and these include:

- ADHD/ADD
- Physical Disability
- Hearing impairment
- Sickle Cell Disease

Pupils with Special Educational Needs (SEN) Provision

	Percentage (%) of school
pupils	84.4%
population	15.5%
	0.8%

Ethnicity and Race	NO. of Student	Percentage (%) of school population	ion
African Asian	1		
Arab	1	0.15%	
Bangladeshi	2	0.15%	
Black - Nigerian	42	0.30%	
Black - Somali	3	6.40%	
Black Caribbean	8	0.46%	
Chinese	43	1.22%	
Indian	1	6.55%	
Other Asian	15	0.15%	
Other Black African	100	2.29%	
other Black background	127	15.24%	
Other ethnic group	1	19.36%	
other mixed background	20	0.15%	
Pakistani	11	3.05%	
Traveller of Irish heritage	1	1.68%	
White - British	204	0.15%	
White and Asian	3	31.10%	
White and Black African	14	0.46%	
White and Black Caribbean	8	2.13%	
White European	27	1.22%	
White Other	20	4.12%	
		3.05%	
Information Not Yet Obtained	1		
Information withheld	3		0.15%
		0.46%	

Gender

	Number of	Percentage
pupils	Male	41.5%
	Female	0.8%
		0.5%
		16.5%
		31.7%

Religion and Belief

	NO. of Student	Percentage
Buddhist		
Christian	272	
Hindu 5 Jewish	3	
Muslim	108	
No Religion	208	
Other Religion	23	
Not Declared	36	
Percentage (96) of school population		
		52.6%
		47.4%

Percentage (%) of school population

0.2%

Pupils with English as an Additional Language

Number of Pupils with English as an Additional Language	Male
125	
Number of Pupils who are at an early stage of English language acquisition	

	Percentage (%) of school population
Female	35.7%
Total	5.5%

109234

36

Pupils from Disadvantaged Background

Number of Pupils eligible for free school meals (FSM)
 Number of Pupils eligible for free school meals within the last 6 years (PPG)

Total

Male	Female	Total
6	125	261
4	171	345
	2	5
		42

Percentage (%) of Male

school population

136

39.8%

174

52.6%

30.8%

93.2%