



Equality information (April '15)

Part 1: Information about the pupil population

Number of pupils on roll at the school: **133** (updated Sept '14)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability*
Ethnicity and Race
Gender
Religion and Belief

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals
Pupils with Special Educational Needs (SEN)
Pupils with English as an additional language
Pupils with a Traveller heritage
Pupils from low income households
Young carers
Looked after children
Other vulnerable groups

Publishing information

To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication.

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by:

- Adoption of the single equality policy
- Our anti bullying policy ensures all children feel safe at school and addresses prejudice related bullying
- Report, respond to and monitor racist incidents
- Raising awareness of ethnic minorities through staff training
- Adoption of the new admission policy with updated guidance on inclusion and equality
- Awareness of equality and inclusion in all job advertisements

Advance equality of opportunity by:

- Use the information we gather to identify underachieving groups or individuals and plan targeted interventions
- Ensuring a broad and balanced curriculum
- Maintaining a log of incidents for behaviour causing concern, racial incidents and bullying
- Liaising closely with SENSS
- Using EMTAS for EAL and traveller support with children and families

Foster good relations and community cohesion by:

- Rights Respecting Schools / Global Citizenship)
- Rainbow Week (to include healthy schools, anti-bullying week and global citizenship)
- Termly Citizenship days
- Ensuring Equality and diversity is embedded in the curriculum

- Link schools(France/Kenya)
- Close links with the church
- Parent Council
- Parent and community involvement in outcome sessions and celebrations/events
- School Council/Eco Schools Council

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- All policies go through a consultation process with staff and Governors.
- Key policies and developments are linked through the school SDP and reviewed by all stakeholders at the appropriate level.
- Regular questionnaires for parents, families and children on the provision the school offers.
- School Development Plan shared with children.
- Half-termly Parent Council meetings provide the opportunity to share information and also for issues to be raised and discussed, covering all aspects of school and community life.
- News Weekly raises awareness of the schools priorities and encourages active involvement.
- Year Governors observe links between SDP and children’s learning in termly visits to classes.

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Spring '12	Single Equality Policy Action Plan	All issues	New Policy. Action plan agreed.
Autumn '12 onwards	All polices will be reviewed with a view to equality impact	That all policies are underpinned by the principles contained	Statement to be added to all subsequent policies when checked in line

		within the Single Equality Policy	with the Single Equality Policy.
Summer '12	To open a preschool on site from Sept '12	Staff recruitment Consultation with parents	Preschool to open on 5.9.12. (for 2-4 yr olds)

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To introduce logs for behaviour causing concerns and use these logs to identify patterns of behaviour that lead to harassment.

Progress we are making on this objective:

Staff meeting/support staff meeting to introduce logs. (April '12)
 Central log in use and monitored by HT (April '12)
 Review impact of logs (June '13)
 Induction documents include information on logs (April '14)
 Remind staff of logs at the beginning of each academic year (Sept '14)
 Use of LA Behaviour Support (April '15)

Equality objective 2:

To develop awareness of different types of bullying

Progress we are making on this objective:

Termly Citizenship Days introduced (Spring Term '12)
 Anti-bullying leaflet for each Key Stage devised by the children (Summer Term '12)
 Dedicated Anti-bullying area in school, including a box to write in any concerns and a anti-bullying ambassador (Yr 4 child) (Autumn Term '12)(updated April '14)
 Termly Citizenship Days often relate to exploring one type of bullying in more depth with children e.g. verbal bullying, physical bullying etc... (ongoing)
 Pupil questionnaires – questions asked about bullying (May '13)(Dec '14)
 Log of bullying updated in consultation with Parent Council (Sept '13)
 Safer Internet Day (including cyber-bullying) introduced in February 2012 and then annually.
 Revised national curriculum for ICT includes cyber-bullying (Sept '14)

Equality objective 3:

To narrow the gap in attainment of vulnerable groups and other children in the school.

Progress we are making on this objective:

Data analysis by HT/SENCO using end of academic year data (July '12).
Termly tracking and monitoring meetings with HT/Class teachers to track attainment and progress of all groups, including vulnerable groups. (termly)
Attendance of vulnerable groups analysed by HT (twice each year and report to Governors).
Termly reports to governors by HT/SENCO on progress and attainment of all groups, including vulnerable groups. Data analysed for any patterns/trends (termly)
Interventions used for timely support include: Catch Up; Learn to Move; Maths Interventions; ELSA; Communication groups; Talking Partners; One to one tuition (ongoing)
Narrowing the gap on the School Development Plan for 2012-2013.
Detailed analysis of narrowing the gap of PP children to Governors (Sept '14)

We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact:

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(Member of teaching staff with responsibility for equality issues)

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(Member of governing body with responsibility for equality issues)

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Information on pupils by protected characteristics

Where it may be possible to identify individuals from the information provided (when the number of pupils with a particular protected characteristic is fewer than 10 and the information is 'sensitive personal information') we have decided not to release the information/have indicated this by the use of an asterisk

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	120	90.2%
School Action or Early Years Action	13	9.8%
School Action Plus or Early Years Action Plus	*	*
Statement	*	*

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	0	0	0	Mixed			
Indian heritage	0	0	0	Other mixed heritage	0	0	0
Other Asian heritage	0	0	0	White and Asian	0	0	0
Pakistani heritage	0	0	0	White and Black African	0	0	0
Black or Black British				White and Black Caribbean	*	*	*
Black African heritage	0	0	0	Any Other Ethnic Group	0	0	0
Caribbean heritage	0	0	0	White			
Other heritage	0	0	0	British heritage			129
Chinese	0	0	0	Irish heritage	0	0	0
				Traveller of Irish heritage	0	0	0
				Gypsy / Romany	0	0	0
				Any Other White background	*	*	*
Information withheld					0		
Information not yet obtained					0		

Religion and Belief			
Buddhist	0	Sikh	0
Christian	80	No religion	47
Hindu	0	Other religion	*
Jewish	0	Unknown	*
Muslim	0		

Gender	
Male	48.1%
Female	51.9%

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	*	*	*	*
Number of pupils who are at an early stage of English language acquisition				

Pupils from low income households				
	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	*	*	18	13.5%

Looked after children

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Young carers

N/A

Other vulnerable groups

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