

EQUALITY DUTIES FOR SCHOOLS



The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

Under this Act schools have two duties

Schools have a general duty to carry out the following aims of the general equality duty:

- 1 **To eliminate** unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.
- 2 **To advance equality** of opportunity between people who share a protected characteristic and those who do not.
- 3 **Foster good relationships** between people who share a protected characteristic and those who do not.

They also have a specific duty

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

The following are protected characteristics

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

Bellenden Primary School Statement on Equality

Bellenden Primary School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We are committed to

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan.

Part 1: Information

Pupil population (09/10/17)

Whole School Summary on 09/10/2017

Year	Nursery 1	Nursery 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Girls	0 0%	21 72.41%	12 48.00%	17 41.46%	14 53.85%	10 38.46%	16 53.33%	27 55.10%	14 46.67%	131 51.17%
Boys	0 0%	8 27.59%	13 52.00%	24 58.54%	12 46.15%	16 61.54%	14 46.67%	22 44.90%	16 53.33%	125 48.83%
Any Other Ethnic Group	0 0%	2 6.90%	1 4.00%	2 4.88%	2 7.69%	3 11.54%	2 6.67%	2 4.08%	2 6.67%	16 6.25%
Any Other Black Background	0 0%	0 0.00%	1 4.00%	3 7.32%	1 3.85%	0 0.00%	1 3.33%	0 0.00%	5 16.67%	11 4.30%
Pakistani	0 0%	2 6.90%	1 4.00%	3 7.32%	2 7.69%	2 7.69%	3 10.00%	4 8.16%	2 6.67%	19 7.42%
Other Black African	0 0%	1 3.45%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	1 0.39%
Any Other Mixed Background	0 0%	3 10.34%	0 0.00%	0 0.00%	1 3.85%	1 3.85%	2 6.67%	2 4.08%	0 0.00%	9 3.52%
White British	0 0%	7 24.14%	7 28.00%	4 9.76%	2 7.69%	3 11.54%	1 3.33%	4 8.16%	2 6.67%	30 11.72%
White and Asian	0 0%	0 0.00%	0 0.00%	2 4.88%	1 3.85%	0 0.00%	1 3.33%	1 2.04%	1 3.33%	6 2.34%
Any Other White Background	0	0	1	6	2	3	4	5	5	26

Total number of students in year group	0	29	25	41	26	26	30	49	30	256
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Prejudice related incidents and bullying: None

Exclusions

Gender	3 boys
Ethnicity	3 Black Africans
SEND	0
Total number of children	3

Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

Training

All members of staff will receive ongoing training for example recognising and tackling homophobic behaviour and language, prevent training

Record keeping and monitoring

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions

Policies which particularly contribute to the promotion of equality

School Behaviour Policy

Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)

Special Educational Needs Information Statement

Complaints Procedure - sets out how we deal with complaints relating to our school.

Staff discipline and grievance

ICT & E-safety Policy

Teaching and Learning Policy

Relationship and Sex Education Policy

PHSE and Wellbeing Policy

Curriculum

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation. Examples can be found in our PSHE scheme of work.
- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths. Examples can be found in our RE scheme of work.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by in our PSHE scheme of work and whole school assemblies.
- Makes use of resources which challenge stereotypes. Examples include a variety of books available within school to deal with issues that surround stereotyping.

Engagement/consultation

- We have a vibrant School Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being
- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by parent forum sessions and monthly newsletters.

DISABILITY

We are committed to working for the equality of people with disabilities

Please see Accessibility Plan, SEN Information Report and policy for Supporting Children with Medical Needs

Data summary of achievement and progress of pupils with SEND and those without

SEN and Non SEN data as at End of Summer Term 2017

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	% average attainment at or above expected in RWM	% good or above progress	% average attainment at or above expected in	% good or above progress	% average attainment at or above expected in	% good or above progress	% average attainment at or above expected in RWM	% good or above progress	% average attainment at or above expected in RWM	% good or above progress	% average attainment at or above expected	% good or above progress
SEN	0%	100%	0%	11%	0%	33%	25%	92%	18%	30%	17%	78%
Non SEN	88%	92%	69%	74%	61%	82%	62%	94%	58%	82%	78%	91%

Whole School Progress

SEN and Non SEN

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>All</u>
<u>SEN</u>	<u>46</u>	<u>74</u>	<u>60</u>	<u>60</u>
<u>Non SEN</u>	<u>85</u>	<u>87</u>	<u>87</u>	<u>87</u>

Data on Participation in After School Clubs

After School Club	On the SEN register	Not on the SEN register
Football 3/4	23%	77%
Film Club	12%	88%
Gymnastics	9%	91%
Creative Arts & Crafts	7%	93%
KS1 24 Games	7%	93%
Basketball	29%	71%
Elite Steel Pans	9%	91%
KS1 Computer Club	7%	93%
KS2 24 Games Club	12%	88%
KS2 Computer Club	26%	74%

PROGRESS EXPECT 3.0

	Reading	Writing	Maths	ALL
SEN	46%	74%	60%	60%
Non SEN	85%	87%	87%	87%

Football 5/6 & Girls	31%	69%
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Whole School SEN and Non SEN

Data on Participation in After School Clubs		
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Football 3/4	23%	77%
Film Club	12%	88%
Gymnastics	9%	91%
Creative Arts & Crafts	7%	93%
KS1 24 Games	7%	93%
Basketball	29%	71%
Elite Steel Pans	9%	91%
KS1 Computer Club	7%	93%
KS2 24 Games Club	12%	88%
KS2 Computer Club	26%	74%
Football 5/6 & Girls	31%	69%

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

Children with disabilities are supported and enabled to take part in all school events, trips and sports days.

We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. Paralympians.

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'. All rooms are accessible to wheelchair users and walkers.

ETHNICITY AND RACE

We are committed to working for the equality of people from different ethnic and racial backgrounds

Summary data on achievement and progress at EYES,KS1 and KS2 of pupils by ethnic group

Whole School % Making Good Progress

	Reading	Writing	Maths	ALL
All	78%	85%	82%	82%
EAL	78%	85%	83%	82%
Non EAL	78%	86%	82%	82%

Working at or Above

	Reading	Writing	Maths	ALL
All	68%	62%	70%	60%
EAL	69%	65%	72%	62%
Non EAL	66%	58%	66%	57%

Data on Participation in After School Clubs														
Ethnicity	Football 3/4	Film Club	Gymnastics	Creative Arts & Crafts	KS1 24 Games Club	Basketball	Elite Steel Pans	KS1 Computer Club	KS2 24 Games Club	KS2 24 Games Club	KS2 Computer Club	Football 5 / 6 & Girls	Football 5 / 6 & Girls	ASC
White British	8%	0%	14%	7%	13%	13%	9%	27%	6%	6%	3%	14%	5	30%
Black Caribbean	23%	32%	14%	14%	0%	21%	36%	20%	12%	12%	23%	26%	9	19%
Black African	8%	24%	9%	14%	7%	17%	18%	13%	18%	18%	16%	20%	7	8%
Pakistani	23%	0%	5%	0%	7%	4%	0%	0%	0%	0%	3%	9%	3	5%
Indian	15%	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0	0%
Bangladeshi	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0	0%
Any Other White Background	8%	4%	9%	21%	7%	8%	18%	0%	6%	6%	6%	3%	1	0%
Any Other Black Background	0%	4%	5%	0%	7%	4%	9%	7%	6%	6%	3%	9%	3	0%
Any other Mixed Background	0%	8%	0%	21%	7%	4%	0%	0%	12%	12%	0%	6%	2	5%
Any Other Ethnic Group	8%	20%	14%	14%	13%	17%	0%	7%	29%	29%	19%	14%	5	0%
White & Black Caribbean	0%	4%	9%	7%	20%	4%	0%	20%	0%	0%	6%	0%	0	14%
White & Black African	0%	0%	9%	0%	13%	4%	9%	7%	0%	0%	3%	0%	0	8%
White & Asian	0%	0%	9%	0%	0%	0%	0%	0%	0%	0%	6%	0%	0	8%
Any Other Asian Background	0%	0%	5%	0%	7%	0%	0%	0%	0%	0%	0%	0%	0	0%
Chinese	0%	0%	0%	0%	0%	0%	0%	0%	6%	6%	3%	0%	0	0%
Refused	8%	4%	0%	0%	0%	0%	0%	0%	6%	6%	3%	0%	0	3%

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society; o use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures by hosting events such as international day
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

GENDER

Summary data on achievement and progress for KS1 & KS2 of pupils by gender.

Progress

	Reading	Writing	Maths	ALL	PUPILS
All	78	85	82	82	194
Boys	78	83	82	81	101
Girls	78	87	83	83	93

Working At or Above

	Reading	Writing	Maths	ALL	PUPILS
All	68	62	70	60	194
Boys	67	57	66	55	101
Girls	69	68	74	65	93

Data on Participation in After School Clubs			
After School Club	Male %	Female %	Number of children
Football years 3&4	58%	42%	19
Film club	38%	62%	26
Gymnastics	25%	75%	20
Creative Arts and Craft	53%	47%	15
KS1 24 Games	47%	53%	15
Basketball	48%	52%	23
Elite Steel Pans	11%	89%	9
KS 1 Computer Club	73%	27%	15
KS 2 24 Games	53%	47%	15
KS 2 Computer Club	58%	42%	26
Football 5&6	44%	56%	36

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- We celebrate the achievement of boys and girls throughout the school
- Targets are set to improve the attainment and rates of progress of particular groups of boys and girls.
- Steps are taken to address barriers to the participation of boys and girls in activities.
- We ensure the curriculum interests both boys and girls
- Initiatives are taken to encourage dads/male carers to come into school for example Fathers Reading Every Day project (FRED)
- Things are done to include positive, non-stereotypical images of men and women, girls and boys across the curriculum, through assemblies, visits and the visitors we invite in to the school.

RELIGION AND BELIEF

At Bellenden Primary School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- The school's curriculum supports pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.
- We promote inclusion for all our faith groups in all parts of the curriculum.
- Visits to local places of worship and opportunities to engage with different religious and spiritual communities around us (e.g. our local Mosque, Church and Temple).
- Involvement of parents and families in celebrations based on the different religions. These have included special assemblies, displays, talks and sharing experiences and customs around significant festivals.

SEXUAL IDENTIFY AND ORIENTATION

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

- We use teaching and learning curriculum resources to provide positive examples as well as images of differing family set-ups eg same sex parents
- The school's curriculum gives pupils the opportunity to explore and learn about diversity and Identity
- The school supports all pupils to understand, respect and value differences in sexual orientation, gender identity and non-traditional family structures and challenges stereotypes and discrimination.
- Work is done to eliminate homophobic, bi-phobic and transphobic bullying/harassment/name calling on the basis of sexual identity and orientation through whole school assemblies and PSHE lessons

- Arrangements are in place to support pupils with gender identity issues. Example receiving support from the Art therapist or Learning Mentor
- Arrangements in place to support pupils undertaking gender re-assignment.
- Non gender specific uniform policy.

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. 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.

Aim (1,2,3)	Protected Characteristics	Aim	Target Groups	Actions	Progress Including Impact assessment
1	Race, religion or belief and disability	To close attainment gaps between all groups with protected characteristics and their peers	All children	<ul style="list-style-type: none"> • Termly gaps analyses to identify attainment gaps • Discussions with class teachers at half termly pupil progress meeting to identify reasons for gaps and to put in place interventions plans to close gaps 	<ul style="list-style-type: none"> • Attainment gaps is closing overtime as shown when data is collected and analysed at termly pupil progress meetings
3	All protected characteristics	To improve the participation and engagement of all groups of parents.	All parents/carers	<ul style="list-style-type: none"> • Provide workshops such as language acquisition for EAL parents, grammar and maths • Schedule visits for parents to observe classroom lessons • Foster communication between parents and school by using bilingual staff members 	<ul style="list-style-type: none"> • Increase number of parents attending parent consultation parent forums and parent workshops • Increase number of parents /carers responding positively on parent questionnaire • Analysis of groups attending events

				<ul style="list-style-type: none">• Give parents opportunities to have lunch with their children• Schedule monthly parent forum to facilitate discussions with parents on whole school development.• Pursue hard-to-reach to encourage engagement and participation in school activities• Ensure that school events such as International evening include aspects of different cultures• School dinner menu to include foods familiar to all children and families	
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2	All protected characteristics	To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	All children	<ul style="list-style-type: none"> • Bespoke PSHE scheme of work to address pupils' spiritual, moral, social and cultural development and equip them to be thoughtful, caring and active citizens in school and in the wider community. • Ensure that our school prepares pupils positively for life in Modern Britain and promotes fundamental British Values • Introduce new PSHE scheme of work • School council • Charity events • International events • Major faiths celebration such as Christmas concert • Black history month celebration 	Pupils SMSC development is enriched through a high quality curriculum. Pupils can identify and understand British Values.
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				<p>Amend Behaviour Policy to reflect its principles and support its implementation.</p> <p>Weekly whole-school assembly exploring the values we promote and abide by</p> <p>School Council to lead whole-school evaluation and adoption of school's core values resulting from our Values Assembly. These to be displayed across school</p> <p>Anti-Bullying Week' resources embedded into the curriculum.</p>	<p>Pupil behaviour analysis shows improving behaviour and very low numbers of incidences linked to prejudice.</p> <p>Bullying is rare and dealt with effectively by the school when it arises.</p>
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