

ST. GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL



ACHIEVEMENT RESPECT COMMUNITY VALOUR

ST. GEORGE'S CE PRIMARY SCHOOL

Equality Duties for Schools March 2021

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

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

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

St George's C E Primary School

Statement on Equality

St George's C E 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

	School	National	Comparison
Number on roll	149	275	Significantly below average
Free school meal eligibility	55%	25.4%	Significantly above average
SEN Support	21.5%	12.1	Well above average
SEN EHC Support	5.4%	2.6%	Above average
Minority Ethnic Groups	84.6%	31.6%	Significantly above average
English as an additional Language	36.9%	21.2%	Significantly above average
Deprivation Indicator	0.34%	0.21%	Well above average
Stability	69.2%	85.6%	Below average
Boys%	47.7%	51%	Broadly average
Girls%	52.3%	49%	Broadly average
Looked After Children	0		

Prejudice related incidents and bullying

Exclusions

No fixed term external exclusions

0 internal exclusions

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

- Team Teach training for 4 members of staff
- Health Mentor training (Evolve)
- Emotional Literacy Support Assistant training
- Playtime training for midday supervisors (provided by The PE & School Sports Network)
- Behaviour support (Summerhouse)
- Catch-Up literacy and numeracy training for Teaching Assistants
- In-house training of Teaching Assistants in techniques for SEN children
- Dyslexia Spelling course for a Teaching assistants (Nessy)
- Advice and support from the School Speech and Language Therapist Advice and support from the School Occupational Therapist
- Staff training from the School Nurse

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

Online 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. (for example, Philosophy for Children, visiting speakers from NSPCC, and Met Office)
- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths (explicit teaching of other faiths through the RE programme, celebration of other cultures and

traditions in assemblies, class projects, the Y5 pen-pals and visit to an Australian School).

- 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 a well-structured School Council which allows the pupil voice to be heard, visits from representatives of the local community including the Ward police officers and our local MP.
- Challenges stereotypes through the use of inclusive language (such as police officer, firefighter), being aware of asking children to carry out certain tasks such as tidying-up and moving chairs/benches, playing mixed sports (football, cricket, hockey, netball)

Engagement/consultation

- We have an active School Council which is representative of our school population and ensures that pupils have a 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. parent workshops such as curriculum evenings and phonics workshops; senior leaders being visible and available to talk at the beginning and end of the school day; teachers feeding back to parents at pick-up time (children are collected from their classrooms); There is also an active parent group which raises funds through social events such as cake sales, Christmas/Summer Fairs and social evenings.

Disability

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

Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs (insert hyperlinks)

Data summary of achievement of pupils with SEND and those without

KS1

	Reading		Writing		Maths	
	School ARE	National	School ARE	National	School ARE	National
SEND	50%		0%		50%	
Non SEND	77.8%	83%	72.2%	78%	72.2%	84%

KS2

	Reading		Writing		Maths	
	School ARE	National	School ARE	National	School ARE	National
SEND	0%		25%		0%	
Non SEND	75%	87%	70%	87%	75%	87%

Data on participation in after school clubs

Due to the coronavirus pandemic after school clubs have not been able to run.

Arts and Craft KS1	
Mathletics KS1	
Yoga KS1	
Arts and Design KS2	
Choir KS2	
Gymnastics KS2	
Athletics KS1	
Multi-Sport Skills Year 3 and 4	
Multi-Sport Year 5	
Multi-Sport Year 6	

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. We also celebrate an autism awareness week to ensure children

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'. Examples are wide doorways, external doors for all ground floor with ramps to the main school building, classrooms and accessible toilets.

Ethnicity and race (including EAL learners)

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

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

KS1

KS2

Pupils whose first language is not English.

	All pupils	EAL pupils
Number of pupils at the end of key stage 2	24	11
Progress score in reading (confidence interval)	0.8 (-1.7 to 3.3)	3.1 (-0.6 to 6.7)
Progress score in writing (confidence interval)	0.5 (-1.8 to 2.8)	3.9 (0.5 to 7.3)
Progress score in maths (confidence interval)	-0.5 (-2.7 to 1.7)	1.6 (-1.6 to 4.8)
Percentage of pupils meeting the expected standard in reading, writing and maths	63%	82%
Percentage of pupils achieving at a higher standard in reading, writing and maths	8%	18%
Average score in reading	104	105
Average score in maths	103	105

Data on participation in after school clubs

Due to the coronavirus pandemic after school clubs have not been able to run.

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

Attainment and progress data is analysed at the end of every term and gaps in attainment for different groups are presented to teachers at pupil progress meetings. Steps taken to address barriers to learning are closely scrutinised for impact and any intervention has assessment on entry and on exit.

Teachers draw on the expertise of leaders (Phase leaders, SENCO and Senior Leaders) to provide children with learning opportunities that will allow them to make accelerated progress to narrow the attainment gap.

The school curriculum represents the diversity of its population through whole school events such as Black History Month, through the careful selection of core texts (recommended by the Literacy Tree), through the celebration of festivals from different cultures (e.g. Diwali, Chinese New Year, Hannukah) and through an assembly list that is drawn up at the start of the school year to reflect different cultures and traditions.

Gender

Summary data on achievement and progress at KS2 of pupils by gender

	All pupils	Girls	Boys
Number of pupils at the end of key stage 2	24	15	9
Progress score in reading (confidence interval)	0.8 (-1.7 to 3.3)	2.1 (-1 to 5.3)	-1.6 (-5.9 to 2.6)
Progress score in writing (confidence interval)	0.5 (-1.8 to 2.8)	0.9 (-2 to 3.7)	-0.2 (-3.9 to 3.6)
Progress score in maths (confidence interval)	-0.5 (-2.7 to 1.7)	0 (-2.7 to 2.8)	-1.5 (-5.2 to 2.3)
Percentage of pupils meeting the expected standard in reading, writing and maths	63%	67%	56%
Percentage of pupils achieving at a higher standard in reading, writing and maths	8%	13%	0%

Data on participation in after school clubs

Due to the coronavirus pandemic after school clubs have not been able to run.

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

Reading for boys was identified as a weakness for the above cohort in the middle of Key Stage 2. Steps were put in place to improve attainment and progress and these were closely monitored. They included careful selection of texts, book week (We have experience readers also coming in and reading with target children).

Girls and boys are encouraged to participate in a variety of extra-curricular activities including:

Craft

Foreign languages

Choir

Visits to Cambridge University

The uniform policy allows parents to select their child's uniform from a list of suitable clothing.

Religion and belief

At St George's CE 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

This information could include

RE at St. George's CE Primary aims to encourage children to understand the nature of faith, belief and the religious experience, with particular reference to the Christian faith.

In accordance with The Church of England Education Office[s] Religious Education in Church of England Schools: Statement of Entitlement (2016) the school aims to enable pupils to:

- develop a strong foundation of the Christian faith through knowledge and understanding (e.g. learning about and from: The Bible, Old Testament characters, the life, teachings and actions of Jesus, Christian festivals, creation, wisdom, saints, liturgy, the local Church, the Christian community, rites of passage)
- apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices;
- recognise that there are a number of different branches of Christianity who may share common beliefs but practise their faith in different ways;
- develop some knowledge and understanding of the principal world faiths, applying an understanding of religion to develop informed respect, empathy and sensitivity towards all people
- grow and deepen their spiritual, moral, social and cultural development;
- develop the ability to reflect on their own beliefs, values and experiences and communicate these;
- develop skills of critical analysis and evaluation and the promotion of understanding of people from different faith backgrounds and none and of diversity within faiths

Sexual identity 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 have an effective system for dealing with bullying and perceived bullying – this includes issues with regard to sexual identity. Our school uniform includes a non-gender choice of trousers. We have a school counsellor and an inclusion manager who can offer support to any child with gender identity issues.

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.

Equality objective 1:

Close the attainment gap between black African Caribbean boys and other pupils in writing

Success criteria

Time frame

Key actions to meet this objective

Progress towards meeting this objective

Equality objective 2:

Close the attainment gap between boys and girls in maths at the end of KS2

Success criteria

Time frame

Key actions to meet this objective

Progress towards meeting this objective

Equality objective 3:

Ensure that the participation in after school clubs reflects the gender and ethnic profile of the school

Success criteria

Time frame

Key actions to meet this objective

Progress towards meeting this objective