

Equality Information and Objectives Statement

2017- 2021

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to 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.

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.

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
- 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

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, citizenship 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.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Warden Hill Primary is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships through our values of Belong, Explore and succeed.
4. We aim to reduce and remove inequalities and barriers that already exist.
5. We have the highest expectations of all our children.

Equality Information

Number of pupils on roll at the school: 447

Age of pupils: 4-11

49.9% Female

50.1% Male

Information on pupils by protected characteristics

The Equality Act 2010 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 protected characteristics.

Information on other groups of pupils

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

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. That is why for the non-white British we have kept the % as a whole.

Characteristic	%
White British	86.4
Non-White British including: White & Black African White Western European White Eastern European White and Chinese African Bangladeshi Other Mixed Background Other White British	16.6
EAL	6.8
Pupil premium	13.7
FSM	9.3
SEND Pupils	7.9

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Ridgeway Primary 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 equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Our Positive Behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents to the Governing body
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping and updating when necessary
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress through Pupil Progress Meetings three times a year to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention (PP lead and SLT monitor this)
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

Equality Objectives chosen by Warden Hill Primary School:

1. Attendance
2. Progress of vulnerable groups
3. Gender

How will the impact of the action be monitored?	Who is responsible for monitoring?	Time frame	Success measures
Objective 1: To improve attendance for pupils in the vulnerable groups (FSM, medical, PP and SEN)			
Termly breakdown of whole assessment Phone call if % drops below 90% By Heads of Key Stage and information letter given from LA. Meetings with parents to happen if no improvement. Assistant Heads. AH to contact Attendance officer Still no improvement then Head to have meeting and re contact Attendance officer	Admin staff SLT Governors Parents Attendance officer	Sept – July	Attendance figures will reach yearly target and individual student's attendance will improve.
Objective 2: To ensure children identified as not making adequate progress from vulnerable groups, are closely monitored.			
To analyse data sets and compare Class teachers to set interventions as appropriate Interventions monitored and results shared at termly Pupil Progress meetings Children on Code of Practice have additional my assessment meetings with SENCO/Parents/teachers/TA	Data Lead Pupil Premium lead Head SENCO Class Teachers and TAs Governors Parents Children	Termly linked to review meetings	Any identified gaps in specific areas are narrowed (evidenced from PPM/PP mtgs)

How will the impact of the action be monitored?	Who is responsible for monitoring?	Time frame	Success measures
<p>Pupil Premium intervention plans monitored and progress fed back at termly PP meetings.</p> <p>Intervention trackers updated termly and small steps of success shared</p>			
Objective 3: To track the balance of girls and boys addressing their needs through the curriculum			
<p>Identify any attainment differentials in the core subjects and then plan appropriately to address them</p> <p>Analyse the gender breakdown of the extra-curricular clubs and consider the opportunities available to all pupils</p>	<p>Data Lead and SLT Class teachers PE SLG Governors</p>	<p>Termly Overview and Sept- July</p>	<p>Responding to Termly assessments</p> <p>Closing any significant gap between genders</p>

The Equality Information will be updated every year. The Objectives run for four years.