

Part 1:

Information about the pupil population November 2022

Total number of pupils:

Year Group	Boys	Girls	Total
EYFS	15	14	29
1	18	12	30
2	17	14	31
3	11	19	30
4	14	10	24
5	18	13	31
6	12	18	30
			205

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.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities:

Pupil Special Educational Need (SEN) Provision		
	Number of pupils	Percentage of the school population
SEN Support	25	12.2%
EHCP	3	1.46%
Total	28	13.66%

Ethnicity	Number of pupils
Any other Asian background	18
Any other Black background	4
Any other Black background 19 Any other ethnic group	
Any other mixed group	8
Any other white background	37
Black African	2
Black Caribbean	2
Chinese	
Indian	8
Refused	6
White – British	103
White – Irish	
White and Asian	11
White and Black African	3
White and Black Caribbean	3
Total	205

Mother Tongue	Number of pupils
Albanian	1
Czech	1
Chinese	1
Dari/persian	4
English	135
French	3
Gujarati	0
Malayalam	4
Other than English	33
Polish	7
Portuguese	4
Romanian	1
Slovak	0
Spanish	4
Ukraine	5
Urdu	1

Information on other groups of pupils

OfSTED inspections 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

English as an Additional Language		
Boys	Girls	Whole school percentage
40	40	39.02%
Total 80		

Pupil Premium and Pupil Premium Plus

Pupil Premium		
Boys	Girls	Whole school percentage
17	14	15.12%
Total 31		

Pupil Premium Plus		
Boys	Girls	Whole school percentage
	2	0.98
Total 2		

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 we do in 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 parent/carers to meet our duties under the Equality Act 2010.

We eliminate unlawful discrimination by:

Our behaviour Policy and Anti-Bullying Statement ensure all children feel safe at school and address prejudicial bullying

Recording, responding to and monitoring racist incidents

Regularly monitoring the curriculum to ensure these learning opportunities across the curriculum are in place to promote respect for diversity and challenge negative stereotyping

Teaching styles and expectations giving equal entitlement to success

Tracking and comparative analysis of the progress of groups of pupils to ensure that they are achieving in line with their capabilities

Ensuring all pupils have the opportunity to access extra-curricular provision, school council, after school clubs etc.

Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Ensure our Accessibility plan is reviewed regularly and fit for purpose

Ensuring that Pupil Premium funding is spent to enhance the opportunities for the most disadvantaged pupils

Ensure that SEND funding is monitored and spent to provide equality through the curriculum and extra-curricular activities

Our school uniform policy reflects equality of opportunity for all children

Advance equality of opportunity by:

Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.

Ensuring participation of all parent/carers and pupils in school development, e.g. through parent/carer and pupil surveys.

Listening to parent/carers at: parent/carer-teacher meetings; feedback about home learning; comments in home-link books; open door policy.

Listening to pupils in school council.

Explore opportunities to work with the wider community

Foster good relations and community cohesion by:

Charitable work

Ensuring Equality and diversity is embedded in the curriculum and in collective worship

Creating opportunities for links within the local community.

What has been the impact of our activities?

Appropriate learning opportunities experienced by the children

Collective worship provides opportunities to reflect on issues of Equality

All children have equality of opportunity and experiences

Teaching and learning ensures inclusive practices providing equal opportunities for all groups of children.

Children with a disability or identified needs receive appropriate support to make expected progress.

Tracking monitors all groups and appropriate action is taken as necessary

Any case of discrimination is dealt with appropriately in accordance with school policy

Governance play an active role in ensuring policies provide equality of opportunity

Views of parent/carers, and pupils are used to shape the further development of the school

All children and adults with a disability have equality of opportunity and experience a sense of belonging

All children have the opportunity of being elected to school council undertaking responsibilities within their classes.

What do we plan to do next?

Learning resources all checked and appropriate resources acquired.

Parent/carers views are taken into account by the school when formulating policy

Creation of an R.E. Council

The school will seek parent/carers views on how it deals with Equality of opportunity at school, and any concerns about bullying and behaviour

The school will seek to encourage greater parent/carer participation in events

The school will spend some of the Sports Premium money on securing specialist provision to raise vulnerable pupils confidence and self-esteem through engagement with sports.

Part 3: Consultation and Engagement

We aim to engage with and consult with pupils, staff, parent/carers and carers, and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we can do. Our main activities for consulting and engaging are:

- parent/carers, and pupil surveys three times a year
- school council surveys
- open door policy
- school newsletter
- school council
- parent/carers' evenings
- school website school contact form
- Engagement with the PTA

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 to 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 issue we considered	Action taken or changes made
September 2021	SEND policy reviewed	Ensure the SEN code of practice was reflected accurately in the policy	Policy redrafted and approved by FGB
September 2021	Anti-bullying policy re-written in consultation with pupils and staff. Parental views were sort via a questionnaire	To reflect current school practice and school behaviour policy. Incorporated actions with regard to prejudicial bullying such as disability, ethnicity, race, gender, religion or belief.	Anti-bullying policy shared with FGB and put on the website
November 2021	Accessibility plan created	Disability and access arrangements for staff and student. Long term plans for the building to ensure equality of access	Accessibility plan created and shared with all stakeholders

Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific 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: Monitor all learning resources to ensure that they do not reinforce stereotypes, and ensure they provide equality of opportunity and accessibility, including trips, visits and visitors and after school clubs.

Subject leaders planning for their subject taking into account the needs of all pupils and provide support and guidance as appropriate. Use information from tracking and to continue to raise standards with a particular aim to continue narrowing the progress and attainment gaps between groups of pupils such as PPG & SEND.

Equality objective 2: Build in opportunities within school to ensure that EAL parents have equality of opportunity and accessibility to support their child/ren. Subject leaders to consider open afternoons to encourage EAL families to come in and learn about the curriculum with support from others in their home languages.

Teachers preparing for parental interaction to take into account the needs of all family situations to provide support and guidance as appropriate i.e. homework expectations, transition and induction meetings, parent/carer consultations meetings and social events.

Equality objective 3: Create a disabled parking space in the carpark close to the building to allow parking and easy access for those with restricted mobility.