

Surrey Street Primary School



Equality information and objectives incorporating accessibility information

Update (5): Oct 2015

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils and staff extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our class and house captains
- 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 welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information please contact:

Headteacher- Mrs D. Meadows

Andrew Gale - Chair of Governors

The Equality Act 2010 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.

Part 1: Information about the pupil population

Number of pupils on roll at the school: **508**

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 known disabilities:

There are pupils at our school with different types of disabilities and these include:

- Common medical conditions such as asthma
- Less common and more complicated conditions requiring Care Plans

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	472	93%
School Action or Early Years Action	3	0.59%

School Action Plus or Early Years Action Plus	12	2.36%
SEN Support	20	4% (3.94%)
Statement	1	0.2%

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	15	14	29	Mixed			
Indian heritage	11	11	22	Other mixed heritage	6	5	11
Other Asian heritage	5	8	13	White and Asian	6	4	10
Pakistani heritage	30	25	55	White and Black African	2	7	9
Black or Black British				White and Black Caribbean	6	9	15
Black African heritage	17	20	37	Any Other Ethnic Group	6	6	12
Caribbean heritage	8	9	17	White			
Other Black heritage	3	7	10	British heritage	55	67	122
Chinese	1	2	3	Irish heritage	1	0	1
Kashmiri	2	0	2	Traveller of Irish heritage	3	0	3
Turkish/Cypriot	1	1	2	Gypsy / Romany	2	1	3
				Any Other White background	54	52	106
				White Western European	11	12	23

Information withheld (Blanks)	2	Information not yet obtained	1
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Gender	
Male	247
Female	261

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:

Pupil with English as an additional language				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	131	133	264	52% (51.97%)
Number of pupils who are at an early stage of English language acquisition	68			
Of whom pupils with no English	10			

Pupils from low-income backgrounds- We do not collect this information. We do have information on children eligible Free School Meals				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	47 (Current)	63 (Current)	110 (Current)	22% (21.65%) (Current)
	69 (FSM Ever6)	92 (FSM Ever6)	161 (FSM Ever6)	32% (31.69%) (FSM Ever6)

Looked after children

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Young carers (if known)

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Other vulnerable groups

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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.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that is applied consistently and fairly
- We have a school anti-bullying policy that is applied consistently and fairly
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an English as an Additional Language (EAL) policy that outlines the provision the school makes for pupils with EAL.
- Our admission arrangements are fair and equitable.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that is understood and implemented by all staff.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity and foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Our achievement data show that there are no significant attainment gaps between different groups of children. This is monitored annually.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs. This may include extra classroom support with physical, behavioural and learning needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils. This includes support around school and on educational visits.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils. We have Care Plans drawn up by relevant professionals and carers for identified children.
- We have trained paediatric first aiders and staffed medical room. Staff are prepared to administer medicine. Staff are trained on specific medical routines when needed. Recent examples are diabetes, asthma, feeding tubes epilepsy and allergies.
- We have qualified staff who research and seek training as required.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.

How we foster good relations and promote community cohesion:

- We are continually developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience, often using assemblies
- We ensure that the curriculum has positive images of disabled people.
- We would tackle prejudice and any incidents of bullying based on disability.

What has been the impact of our activities? What do we plan to do next?

SSPS has successfully integrated children and staff with disabilities; we have found solutions to perceived problems.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Our achievement data show that there are no significant attainment gaps between different groups of children. This is monitored annually.

We try to make sure that people from different ethnic groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, through our class and house captains and using our **Family Workers**.

How we advance equality of opportunity:

- We identify and address barriers to the participation of particular groups in learning and other activities.
- We hold termly Pupil Progress Meetings where children's progress and learning needs are discussed and interventions may be put in place.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups. family room
- We have a skilled EAL team in school and work with in partnership with local schools on EAL projects (last year, sharing expertise and resources). We employ additional expertise, such as interpreters when it is beneficial
- We link with groups, organisations and projects in the local community. - SA local churches, library, carnival arts
- We have had success in allaying the fears of some 'reluctant' parents from some ethnic groups so they have allowed their children to access and experience residential trips and swimming.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events - charity fundraising, harvest appeal, community Fete
- Our assemblies often take the theme of belonging and community building.
- We invite diverse members of the community into the school providing opportunities to promote social, moral and cultural development of pupils.

What has been the impact of our activities? What do we plan to do next?

We have a history of successfully integrating children and staff from a range of ethnic groups and creating a harmonious atmosphere, our challenge is to continue this in the new, enlarged school.

Children are mature in their understanding of diversity in the community they live and learn in and they welcome all visitors warmly.

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Our achievement data show that there are no significant attainment gaps between different girls and boys. This is monitored annually.

We regularly seek pupil views in our class/house system and in pupil interviews linked to the curriculum.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of individual boys and girls.
- We identify and address any barriers to the participation of boys and girls in activities.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We have male staff in all areas, including Early Years classrooms.

How we foster good relations and promote community cohesion:

- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.

What has been the impact of our activities? What do we plan to do next?

Children are mature in their understanding of diversity in the community they live and learn in and they welcome all visitors warmly.

Religion and belief

We do not routinely collect this information for pupils and staff

We are committed to working for equality for people based on their religion, belief and non-belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

n/a

How we advance equality of opportunity:

RE lessons promote understanding and tolerance.

Uniform policy aims to sensitively balance religious differences with school requirements.

Recognise wide range of beliefs, hold assemblies to learn about some festivals and celebrations

How we foster good relations and promote community cohesion:

We link with groups, organisations and projects in the local community. - SA local churches, library, carnival arts

We invite parents to join our Friday assemblies

We run parent activities in the Family Room that encourage celebrating differences and similarities.

What has been the impact of our activities? What do we plan to do next?

There are no observable differences between the attainment of boys and girls in the school

Part 3: Consultation and engagement

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

Our main activities for consulting and engaging are:

- Family room
- Open door policy (with Appt)
- Newsletter and website
- Text and letter communications
- Questionnaires for parents
- Pupil voice - Houses system
- Staff meetings/briefings and consultations

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
Termly	Pupils via house meetings	Wanted house shields Wanted house coloured merit shields	Consulted with local artist and now in Main Hall Ordered and to be presented
Summer 2014	Staff questionnaire	High satisfaction rates with the school. 100% proud of working for the school	Areas noted by SLT for possible action. CPD
January 2015	Parents (via Ofsted)	High satisfaction rates	
Summer/Autumn 2015	Parents	Breakfast and After School Club	confirmed/started

Part 4: 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 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:

To ensure equal access in the new school by identifying possible equality issues and reviewing practices, particularly with reference to accessing the site and building and curriculum enhancement.

- Waiting area for Year 1 parents to ease access to Early Years and KS1.
- Explore options for undercover walkway for ease of access round the site in bad weather.
- Provision of after school extra curricula clubs offered to all years, ethnicities and genders over the year?
- Managing access to the site and buildings for disabled pupils and parents

Progress we are making on this objective:

School heavily subsidises visits (Y6 residential trip and all day trips), after school curriculum clubs are free.
Extra adults escort disabled children on school visits to administer medicine or monitor health and behaviour.
Breakfast Club started April 14. After School started Summer 2015.
Data collection exercise started to monitor uptake of all clubs in school
Waiting area completed, signage added to whole site
Walkway completed Spring 2015. Additional covered waiting area added.
We have lifts fitted to allow access to key areas.
We allow blue badge holders to access the drive to the school which is otherwise pedestrian only at the start and end of the day.
We have a PEEP plans for disabled visitors. (No staff or children currently require one).
Albac mats purchased and staff trained in their use.

Equality objective 2:

Ensure access to targeted support of all groups by monitoring and reviewing the impact of Literacy and Numeracy interventions in school.

- SLT to collect data

Progress we are making on this objective:

Incorporated into school plan which is published on the school's web site.
Ongoing at this stage. Staff training undertaken. Further reviews planned.

Last update - October 2015