



Equality Information

Quantitative Equality Information about Pupils

There are broadly equal numbers of girls and boys in the school: 48% boys 52% girls. The school is predominantly White British (85%) but is fortunate to have a mix of different ethnic groups in the school. The majority of these children are bi-lingual with high levels of functioning English.

Quantitative Equality Information about Staff

There are 63 members of staff in school. Of these, 8 are men. Staff appointments are made with due regard to Equality legislation.

How the School meets its requirements of the Equality Act 2010

Eliminating Discrimination

- There is zero tolerance of bullying or discrimination of any form.
- Clear statements to reflect equality are made in the school aims and vision.
- An Equality Statement is located in the main office to reflect its importance and ensuring all visitors know discrimination will not be tolerated.
- All policies in school are reviewed and should be read with the Equalities Policy. Policies are in place and reviewed regularly with staff and governors including the following:
 1. Equalities Policy
 2. Positive Behaviour, Anti Bullying and Discipline Policy
 3. Special Educational Needs and Disability Policy
 4. Accessibility Plan
 5. Curriculum Policy
- Equality Issues are included on every sub committee agenda of the Governing Body and reported to the full Governing Body. A summary report on Racist incidents and Bullying is written and presented annually.

Advancing Equality of Opportunity

- Attainment data is analysed to include the progress of groups with protected characteristics.¹ Clear plans are made to support those groups which are underperforming these are detailed in the School Development and Improvement Plan. A summary version is available from the school office.

¹ Protected Characteristics

It is unlawful for a school to discriminate by treating people or pupils less favourably because of their

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

- Support for pupils requiring additional help with English is resourced where necessary
- Differentiated lesson planning ensures entitlement to the curriculum for all and inclusion at an appropriate level
- Attendance is analysed to ensure that all groups are attending equally well and if not support for individuals is given.
- Exclusion data is rigorously monitored to ensure that children are not excluded on grounds of their disability or any other protected factors.

Fostering good relationships between groups

- The PATHS (Promoting Alternative Thinking Strategies) is used throughout school to promote equality for all and ensuring that all groups of people are viewed in a positive light and everyone makes an equal contribution to the school and society as a whole
- Circle time is used to promote a sense of belonging
- New children to school are included in a buddying system
- Assemblies are used to promote equality and tackle discrimination
- Annual cultural/performing arts week celebrates cultures and traditions from around the world. Parents, visiting artists, volunteers share their cultures with the school.
- There are links with schools and groups locally, nationally and internationally
- Reciprocal visits to other schools and hosting teachers from around the world
- The school has strong links with the local special schools, sharing good practice between staff, pupils working together and sharing experiences, supporting pupils with special needs back into mainstream schooling.

Evidence of seeking the views of others

- All pupils with SEND (Special Educational Needs and Disabilities) and their parent/carers contribute to reviews and opinions are sought and acted upon
- Parental Support Advisor feedback
- Newsletters highlight consultations that parents/carers can be involved in
- Policy reviews include an invitation to parents/carers where relevant
- Equality Survey and Annual Parental Questionnaire
- Exit interviews with staff/parents
- The School Council represents the pupil voice and meets with the headteacher regularly.