

# Carden Primary School

## Equality Information and Objectives 2016-17

### Introduction

Carden Primary School seeks to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

We recognise and welcome our equality duties as set out in the Equality Act 2010 and have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only),
- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity (staff only in primary schools).

We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broadly based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and*
- *prepares such pupils for the opportunities, responsibilities and experiences of adult life.'*

We take seriously our duty to show due regard and this is evidenced through minutes of meetings and through the completion of equality impact assessments.

We welcome the involvement of and feedback from the school community on the information and objectives published. We also actively aim to recruit parents and carers who belong to protected groups to our governing body and Parent Teachers Association. Please speak to the Head teacher with any feedback or come to one of our meetings for groups of parents and carers.

To find out more about our school approach to equality please read our Equality Policy

## Equality Information and objectives

### 1 Contextual information

Pupils / Students on roll	Total: 346	Girls 168	Boys: 178	
Any other Asian background		8		
Any other Black background		2		
Any other mixed background		7		
Arab		5		
Bangladeshi		10		
Black - African		14		
Chinese		1		
Gypsy/Roma		2		
Indian		2		
Information Not Yet Obtained		3		
Other ethnic group		5		
Pakistani		4		
White - British		234		
White Eastern European		7		
White Other		1		
White Western European		5		
White and Asian		7		
White and Black African		4		
White and Black Caribbean		5		
Languages other than English spoken mainly in pupils' homes	Arabic	19	Bengali	12
	Cantonese	0	Farsi	5
	Spanish	1	Turkish	1
	Other	45	% EAL	24%
Disability & SEN	There is currently 2 pupils and no staff registered as disabled.  Number of SEN = 81 % of SEN = 23% No EHCP SEN = 80 Number of EHCP = 25			

Sexual orientation	We are aware that children in our school may grow up to be lesbian, gay or bisexual. We also know that our parents/ carers and staff will be represented across all the protected groups.			
Religion	Buddhist	2	Christian	82
	Hindu	3	Jewish	1
	Muslim	42	No Religion	176
	Other religion	4	Refused	0
	Sikh	0	Roman Catholic	11
Gender identity	We are aware that there may be individual children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the sex they were born as. We also know that our parents and carers will be represented across all the protected groups.			

## 2 Fostering good relations information

Data from our Local Authority annual Safe & Well at School Survey demonstrates that:

Year	I feel safe at school		My school helps me get on with others	
	All LA primaries	Carden Primary	All LA primaries	Carden Primary
2011	86%	89%	85%	94.7%
2012	94%	87%	88%	88.3%
<b>2013</b>	<b>93%</b>	<b>96%</b>	<b>87%</b>	<b>98%</b>
<b>2014</b>	<b>94%</b>	<b>98%</b>	<b>88%</b>	<b>100%</b>
<b>2015</b>	<b>92%</b>	<b>96%</b>	<b>89%</b>	<b>97%</b>

You can read more about our approach to fostering good relations in the following policies; Teaching and Learning, Equalities and PSHE.

We aim to foster good relations by:

- Having a very positive ethos in school supported by actively teaching pupils how to learn and work together. Programmes such as Working With Others, Learning Journey materials, our SEAL & PSHE curriculum and a proactive behaviour policy are all highly visible and tangible in our learning environment.
- Providing annual staff training on at least one aspect of equality and diversity.
- Ensuring the whole school environment and curriculum reflects the diverse community within which we live. We aim for all pupils / students in our school to see themselves reflected in the stories we read, the assemblies we hold and in our displays and curriculum.
- Giving clear messages about expectations as part of school values. The school has an extensive equalities programme. In 2015-16 this included work with Terrence Higgins Trust, leading work on Holocaust Memorial Day in the LA, updated training for support staff on attachment theory, work on Black History Month, cutting edge work on HIV/AIDS, homophobia and tackling transgender discrimination.

- Constantly reviewing and developing the PSHE Education curriculum so that it provides opportunities to explore values and attitudes, understand similarities and differences and builds understanding of different groups and our own identities. We also use Community and Voluntary Sector visitors to enrich the curriculum and these include Allsorts Youth Project, Mosaic and Terence Higgins Trust.
- Ensuring any prejudice based incidents are dealt with swiftly and effectively by senior staff in close partnership with parents and pupils.
- Ensuring pupils have a good understanding of different forms of bullying, the complexities of bystander behaviour and how and when to report concerns. All classes from Yr2-6 have Bubble Time listening systems clearly established within them.

### **Fostering good relations objective(s)**

- Continue to work on reducing playtime incidents by enabling pupils to use school systems such a Peaceful Problem Solving Process and Bubble time. Ongoing work
- Continue to review and develop the school environment and curriculum to ensure it reflects the diversity and experience of pupils in the school Learning Environment Team via Edison project
- Continue to focus on supporting pupils in dealing with friendship issues and unkind language on the playground Continued work on SEAL curriculum, targeted mentor work for specific pupils, setting up of EYFS Boxall Profile Nurture Groups, termly focus on school values (Sept 2016 Focus on Kindness).

### **3 Eliminating discrimination information**

We work in partnership with parents and carers, pupils and students and the whole school community to prevent all forms of bullying and prejudiced based behaviour and you can read more about our approach to bullying and eliminating discrimination in our Anti-Bullying Policy, Equality Policy and PSHE (inc Sex and Relationship Education) Policy.

All bullying and prejudiced based incidents are recorded. These records are used to inform the assembly programme and the PSHE education curriculum and to support and track individual pupils / students. Incidents are discussed during staff meetings and reported annually to governors' meetings. The school also participates in the local authority Safe and Well School Survey. This data is also analysed and used to measure impact and inform next steps. This data is reported back to the whole school community on an annual basis.

Our understanding of how discrimination could affect groups of our pupils / students is further informed by national research such as that from [Stonewall](#) (homophobic bullying), research compiled by the [Anti-Bullying Alliance](#) and local documents such as the [Domestic Violence Needs Assessment](#).

## Safe and Well School Survey / School Survey data 2015

	LA Average for B & H Schools 2015	Carden 2015
I enjoy coming to school	90%	96%
I enjoy learning at school	92%	97%
I feel safe at school	92%	96%
I have one or more good friends at school	97%	98%
My school helps me to get on with others	88%	97%
Happy with my life	90%	98%
Have you been bullied this term?	17%	8%
Have you seen somebody else bullied at school this term – yes	26%	15% (22 pupils)
What did you do - nothing	12%	18% (4 pupils)
Have you bullied - yes	7%	7% (10 pupils)
Agree that there isn't much bullying in my school	84%	96%
Agree that my school is good at dealing with bullying	87%	90%

### Eliminating discrimination objective(s)

- Continue to work on reducing incidents of cyber bullying (it should be noted that all incidents reported have taken place at home and not in school. The school however takes its responsibility to deal with very seriously, no matter where it takes place.
- Update recording and reporting of bullying and prejudice based incidents for all staff in school to ensure recording and reporting is consistent. Updated in Oct 2016 for all staff
- Continue to work reducing amount of prejudice based incidents and to review practice with case study work with LA and Community Safety Team to ensure incidents are dealt with as effectively as possible.

### 4 Advance equality of opportunity information

The Staff and Governors of Carden are totally committed to ensuring that provision is made which secures the teaching and learning opportunities that meet the needs of all of the pupils so that all make maximum or accelerated progress, reach their potential and that we close the attainment gap between different groups of pupils.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners. We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in achievement and attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We also recognise that that not all pupils who are socially disadvantaged are registered or qualify for free school meals or belong to the other specifically identified groups. Therefore, the Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.