

Cranbrook Church of England Primary School



Equalities Information and Objectives

(public sector equality duty)

Written by: Rosie Piper	March 2017
Agreed by Chair of Governors:	March 2017
To be reviewed:	March 2021

Signed by Chair of Governors:	
Signed by Headteacher:	

Equalities Information and Objectives

Overview

We recognise the Public Sector Equality Duty 2011 and its three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

Additional Information is available in the following policies and documents; Behaviour Policy, Anti bullying policy, Attendance policy, SEND policy, Safeguarding policy, Online safety policy, Accessibility Plan and the School Website.

Responsibilities

1. The Headteacher has special responsibility for matters relating to Equalities
2. The Chair of Governors has a watching brief for matters relating to Equalities.

The Leadership Team and Governing Body will annually review how well we are achieving these aims under the Equality Act.

Our school commitment on equality and community cohesion

- We are committed to equality both as an employer and a service-provider and 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 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 School Council.
- 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 objective 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 subjects.

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 on Roll: 153

School Community

*Information taken from Raise Online 2016	Cranbrook Primary School	National data
% of pupils with a statement of SEN or ECH plan	0	2.6
% of pupils whose first language is not English	12	20
% of pupils eligible for FSM at any time during the past 6 years	44	25
% of sessions missed through overall absence (2014-15)	6	4
% of persistent absence (2014-15)	8	2
% of permanent exclusions	0	0.02
School collected data (not from RAISE online):		
% of pupils classified as vulnerable	14	Not collected

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: 1

Pupils with Special Educational Needs (SEN)	
	% of school population
No SEN	92%
SEN Support	8%
Statement or EHC Plan	0%

Race

This includes colour, nationality and ethnic and national origins

(Source: School Census Spring 2017)

Ethnicity and Race		
Main Categories	Micro-categories	%
White British	English	87%
	Scottish	
	Welsh	
White Other	Irish	1%
	Spanish	
	French	
	Eastern European	2%
	Other	2%
Asian or Asian British	Bangladeshi	
	Indian	
	Other Asian	
	Pakistani	
Black or Black British	Caribbean	1%
	Other black heritage	2%
Mixed	Other mixed heritage	
	White and Asian	
	White and Black African	
	White and Black Caribbean	1%
Chinese		
Other		6%
Unknown	Unknown	
	Refused to Say	

English as an Additional Language	
	% of school population
Pupils whose first language is English	88
Pupils whose first language is not English	12
Statement or EHC Plan	0

Religion and Belief			
% of school population			
Buddhist	0%	Sikh	0%
Christian	49%	No religion	46%
Hindu	0%	Other religion	1%
Jewish	0%	Unknown	3%
Muslim	1%		

Gender

Gender	
	% of school population
Girls	41%
Boys	59%

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:

Pupils from Minority or Vulnerable Groups	
	% of school population
Number of pupils eligible for free school meals	28%
Looked after children	0%
Adopted or child arrangement orders	1%
Young carers	3%
Gypsy Roma Travellers (GRT)	6%

Part 2: Our main equality challenges

This is a summary of the equality issues currently receiving additional school focus:

Disadvantaged Pupils

There remains an attainment gap between our pupils eligible for Pupil Premium funding and those who are not eligible, with 'non-Pupil Premium' pupils outperforming their peers in almost all year groups in English and maths. Barriers for these pupils include lower starting points on entry to school, lower levels of parental engagement, lower attendance levels and less support with learning outside of school.

We are using the following strategies, supported by the government's Pupil Premium Funding, to address these inequalities:

- ✓ Use of a qualified teacher to support learning within class and to provide booster sessions to fill 'gaps' in current knowledge.
- ✓ Providing before-school booster sessions for pupils in years 2 to 6.
- ✓ The introduction of funded breakfast club places to vulnerable pupils.
- ✓ Attendance rewards and forming links between the Family and Community Manager and parents to support parents of 'persistent absentees'.
- ✓ Focused 1:1 target setting sessions between pupils and the Learning and Behaviour Mentor and class teacher, to help motivate pupils to achieve academic and personal targets.
- ✓ The provision of additional outings, trips and subsidies for class trips, to increase children's life and cultural experiences.

Special Education Needs (SEN)

We have a proportion of children within the school who are not eligible, or not in receipt of, an EHC plan, but still requiring significant additional support in and out of the classroom in order to achieve their potential for learning.

Within the small school environment there are limited resources available, and significant financial budgetary implications to adequately support these pupils.

We are using the following strategies to support these children:

- ✓ Targeted interventions and a personalised plan, agreed with parents, to ensure all are aiming for the same outcomes for these children.
- ✓ Where the child is receiving High Needs Funding, provision of an additional adult within the classroom to directly support learning.
- ✓ Task boards and personalised resources to enable the pupil to best access their learning.

Part 3: 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.

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.

How we advance equality of opportunity:

- ✓ 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.
- ✓ When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- ✓ We have a school behaviour policy that records all incidents of behaviour that does not comply with our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed.
- ✓ We have a school anti-bullying policy that sets out how we will eradicate bullying in school.
- ✓ 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 have a special educational needs and disabilities policy that outlines the provision the school makes for pupils with special educational needs.
- ✓ We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils as far as is reasonably possible.
- ✓ Our admission arrangements are in line with Kent County Council's policy for admitting pupils with Statements or EHC Plans.
- ✓ Our complaints procedure sets out how we deal with any complaints relating to the school and is published on our website.

- ✓ 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 which all staff agree to adhere to.
- ✓ The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned PSHCE programme.
- ✓ 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 special events for all our community to take part in
- ✓ The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain. We promote the British Values.
- ✓ The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records

Disability

- ✓ We are committed to working for the equality of people with and without disabilities
- ✓ We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- ✓ 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
- ✓ As far as is reasonably possible we are committed to carrying 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 work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning'

Gender

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

Part 4: Consultation and engagement

How we foster good relations and promote community cohesion:

- ✓ The school promotes the spiritual, moral, social and cultural development of all pupils.
- ✓ We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- ✓ We ensure that the curriculum has positive images of disabled people.
- ✓ We tackle prejudice and any incidents of bullying based on disability and ensure that all pupils are aware of each other's disabilities.
- ✓ The support of charitable projects meeting the needs of the diverse communities

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:

- ✓ Weekly bulletin outlining key issues and achievements for the school, encouraging parent and community engagement both with individual pupils and with the school as a whole.
- ✓ Open afternoon sessions are regularly held.
- ✓ Surveys, questionnaires and verbal consultations.
- ✓ Continuous development of the school website (with policies available)
- ✓ Parents evenings and open evening sessions for new families joining the school, and visits to the school are encouraged.

Part 5: Consideration of equality issues when making decisions

- ✓ Ensure that all the curriculum areas make the best possible use of all that is on offer from a cultural and ethnic prospective in our local area.
- ✓ Our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural community.
- ✓ To continue to promote collaboration between the different groups and celebrate difference.
- ✓ We ensure we respond and monitor 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.
- ✓ Both male and female parents and carers are involved in the work of the school and contribute to their children's learning and progress

Part 6: 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: Disadvantaged Pupils

Action	Success Criteria/ Evidence
Analyse data Ensure all children identified as not making adequate progress are closely monitored by support staff, class teachers, subject leaders. Provision maps created, monitored and updated Use of funding is decided in consultation with governors and the leadership team, and is aligned with research and evidence of	Pupils identified and tracked as a group in every year group and subject. Termly Pupil progress meetings take place and have impact. Continuous formative assessment and summative assessment three times a year Impact of funding is closely monitored. Impact of interventions is measured and used to inform further interventions.

effective use of the funding.	Termly target plans written with pupils and shared with parents Data shows the gap to be closing.
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Equality objective 2: Pupils with Special Educational Needs or Disabilities

Action	Success Criteria/ Evidence
<p>Analyse data</p> <p>Ensure individual targets for pupils are appropriate, specific and shared with the pupil, parents and relevant staff.</p> <p>Ensure all children identified as not making adequate progress are closely monitored by support staff, class teachers, subject leaders.</p> <p>Pupil conference with the child to ensure their voice is heard and their opinions form part of their support plan.</p> <p>High Needs Funding is gained where appropriate.</p>	<p>Pupils identified and tracked as a group in every year group and subject.</p> <p>Termly Pupil progress meetings take place and have impact.</p> <p>Continuous formative assessment and summative assessment three times a year</p> <p>Impact of interventions is measured and used to inform further interventions.</p> <p>Data shows children with SEND are well supported and are making good progress.</p>