

## EQUALITY DUTIES FOR SCHOOLS



The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

**Under this Act schools have two duties**

**Schools have a general duty to**

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

**They also have a specific duty**

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

**The following are protected characteristics**

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

# **St Anthony's Catholic Primary School**

## **Statement on Equality**

St Anthony's Catholic Primary School is committed to equality both as an employer and a service-provider. 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 are committed to**

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which 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.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

**Please also see our Accessibility Plan.**

## **Part 1: Information**

### **Pupil population**

Number of pupils on roll at the school broken down by gender, SEND and ethnicity.

Total	421	100%
Female	214	51%
Male	207	49%
SEND Register	40	10%
EHCP	3	1%
Asian	26	6%
Black African	95	23%
Other Black	21	5%
White British	129	31%
White Irish	16	4%
Other White	40	10%
South American	4	1%
Dual	49	12%
Other	35	8%
Not obtained	6	1%

### **Prejudice related incidents and bullying**

#### **Exclusions**

2 fixed term exclusions for one Black African Male

## **Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships**

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

### **Details of training for staff**

Team Teach training for 12 members of staff  
Learning Mentor training (Learning Unlimited)  
Boxall training for assessing children for nurture  
Emotional Literacy Support Assistant training  
Playtime training for midday supervisors (provided by Summerhouse)  
Behaviour support (Summerhouse)  
Catch-Up literacy and numeracy training for Teaching Assistants  
In-house training of Teaching Assistants in techniques for SEN children  
Dyscalculia training for a Teaching Assistant  
Dyslexia Spelling course for a class teacher (BDA)  
The Makaton Friendly accreditation for the school  
Beanstalk training for volunteers who support Pupil Premium children with reading  
Advice and support from the School Speech and Language Therapist  
Advice and support from the School Occupational Therapist  
Staff training from the School Nurse

### **Record keeping and monitoring**

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions

### **Policies which particularly contribute to the promotion of equality**

Behaviour Policy

Anti-bullying Policy (this includes cyber-bullying and prejudice based bullying)

Special Educational Needs Information Statement (School Offer)

Complaints Procedure - sets out how we deal with complaints relating to our school.

Staff Discipline and Grievance

Online Safety Policy

Teaching and Learning Policy

Relationship and Sex Education Policy

PSHE Policy

### **Our Curriculum**

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation. (for example, Philosophy for Children, Anti Bullying Week, Friendship Week, visiting speakers from NSPCC, Eva Schloss, the Coram Life Bus), Childline posters and signposts for what to do if worried on display all around the school.

- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths (explicit teaching of other faiths through the RE programme Come and See, celebration of other cultures and traditions in assemblies, class projects, the Y5 pen-pals and visit to a French school, One World Week).
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by a well-structured School Council which allows the pupil voice to be heard, Parliament Week (November) and visits from representatives of the local community including the Ward police officers and our local MP Helen Hayes
- Challenges stereotypes through the use of inclusive language (such as police officer, firefighter), being aware of asking children to carry out certain tasks such as tidying-up and moving chairs/benches, playing mixed sports (football, cricket, hockey, netball)

### **Engagement/consultation**

- We have an active School Council which is representative of our school population and ensures that pupils have a voice to discuss matters that relate to their concerns and overall well-being
- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by the use of ParentMail for the distribution of newsletters; parent workshops such as curriculum evenings and phonics workshops; senior leaders being visible and available to talk at the beginning and end of the school day; teachers feeding back to parents at pick-up time (children are collected from their classrooms); parent questionnaires. There is also an active parent group (Friends of St Anthony's School) which raises funds through social events such as cake sales, Christmas/Summer Fairs and social evenings.

## **Disability**

We are committed to working for the equality of people with disabilities

Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs.

## **Data summary of achievement and progress of pupils with SEND and those without**

### **Key Stage 1 (Years 1 and 2)**

(ARE = Age Related Expectations assessed against the Southwark Tracking and Assessment Record)

	<b>Reading</b>			<b>Writing</b>			<b>Maths</b>	
	<b>ARE</b>	<b>Expected Progress</b>		<b>ARE</b>	<b>Expected Progress</b>		<b>ARE</b>	<b>Expected Progress</b>
<b>SEND</b>	33%	83%		33%	83%		33%	83%
<b>Non SEND</b>	82%	84%		82%	89%		80%	88%

### **Lower Key Stage 2 (Years 3 and 4)**

	<b>Reading</b>			<b>Writing</b>			<b>Maths</b>	
	<b>ARE</b>	<b>Expected Progress</b>		<b>ARE</b>	<b>Expected Progress</b>		<b>ARE</b>	<b>Expected Progress</b>
<b>SEND</b>	31%	44%		13%	37%		25%	50%
<b>Non SEND</b>	98%	98%		91%	93%		92%	95%

### **Upper Key Stage 2 (Years 5 and 6)**

	<b>Reading</b>			<b>Writing</b>			<b>Maths</b>	
	<b>ARE</b>	<b>Expected Progress</b>		<b>ARE</b>	<b>Expected Progress</b>		<b>ARE</b>	<b>Expected Progress</b>
<b>SEND</b>	38%	87%		25%	100%		38%	100%
<b>Non SEND</b>	91%	94%		82%	88%		90%	96%

## **Data on participation in after school clubs**

### **Number of children with SEND attending after school clubs**

<b>Football Y1 and 2</b>	<b>0</b>
<b>Football Y3 and 4</b>	<b>1</b>
<b>Football Y5 and 6</b>	<b>0</b>
<b>Capoeira Y1 and 2</b>	<b>0</b>
<b>Cheerleading</b>	<b>2</b>
<b>Multisports</b>	<b>4</b>
<b>Craft</b>	<b>3</b>
<b>Karate</b>	<b>6</b>
<b>French</b>	<b>4</b>
<b>Spanish</b>	<b>7</b>

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

Children with disabilities are supported and enabled to take part in all school events, trips and sports days.

We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities.

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'. Examples are wide doorways, automatic doors, a lift, external doors for all ground floor classrooms and accessible toilets.

## Ethnicity and race (including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds.

### Summary data on achievement and progress at EYFS, KS1 and KS2 of pupils by ethnic group

#### EYFS

**% Children achieving Good Level of Development (GLD) at the end of Reception Year (2017)**

Asian	100%
Black African	58%
Other Black	40%
White British	85%
White Irish	100%
Other White	100%
South American	n/a
Dual	75%
Other	75%
Not obtained	n/a

#### KS1

**% Children achieving expected standard or higher at the end of Year 2**

	Reading	Writing	Mathematics
Asian	50%	75%	75%
Black African	71%	86%	64%
Other Black	75%	75%	100%
White British	96%	83%	83%
White Irish	100%	100%	100%
Other White	100%	100%	100%
South American	n/a	n/a	n/a
Dual	100%	100%	100%
Other	n/a	n/a	n/a
Not obtained	n/a	n/a	n/a

#### KS2

**% Children achieving expected standard or higher at the end of Year 6**

	Reading	Writing	Mathematics
Asian	100%	75%	100%
Black African	87%	87%	93%
Other Black	n/a	n/a	n/a
White British	100%	90%	100%
White Irish	100%	50%	50%
Other White	86%	43%	57%
South American	n/a	n/a	n/a
Dual	50%	50%	50%
Other	100%	86%	100%
Not obtained	n/a	n/a	n/a



## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

Attainment and progress data is analysed at the end of every term and gaps in attainment for different groups are presented to teachers at pupil progress meetings. Steps take to address barriers to learning are closely scrutinised for impact and any intervention has assessment on entry and on exit.

Teachers draw on the expertise of leaders (Phase leaders, SENDCO and Senior Leaders) to provide children with learning opportunities that will allow them to make accelerated to progress to narrow the attainment gap.

The school curriculum represents the diversity of its population through whole school events such as One World Week and Black History Month, through the careful selection of core texts (recommended by the Centre for Literacy in Primary Education), through the celebration of festivals from different cultures (e.g. Diwali, Chinese New Year, Hannukah) and through an assembly list that is drawn up at the start of the school year to reflect different cultures and traditions.

## Gender

### Summary data on achievement and progress at KS2 of pupils by gender

	Reading	Writing	Mathematics
Female	97%	97%	97%
Male	92%	64%	88%

### What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

Reading for boys was identified as a weakness for the above cohort in the middle of Key Stage 2. Steps were put in place to improve attainment and progress and these were closely monitored. They included careful selection of texts, reading inspiration days and the introduction of Beanstalk (a trust that trains volunteers to support children with their reading). Dads have also been encouraged to come into school to read with children (this was popular during book week).

Girls and boys are encouraged to participate in a variety of extra-curricular activities including:

- Cookery
- Craft
- Foreign languages
- Music tuition
- Football
- Cricket
- Netball
- Choir

The uniform policy allows parents to select their child's uniform from a list of suitable clothing.

## Religion and belief

At St Anthony's Catholic Primary School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

## What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

Although a Catholic foundation, pupils are aware of their place in a diverse society. Other cultures and faiths are taught and celebrated over the year. Specific celebrations include Jewish New Year, Diwali, Hannukah, Chinese New Year and Eid-al-Fitr. Children learn explicitly about Judaism, Islam, Hinduism and Sikhism.

## Sexual identity and orientation

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

## What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

We acknowledge that children come from and are aware of a variety of family set-ups. We also acknowledge and respect all people regardless of sexual identity or gender orientation.

## Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific, achievable 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:

**Close the attainment gap between Black African and Black Other children and other children in attaining a Good Level of Development at the end of Reception**

### Success criteria

Time frame: July 2018

Key actions to meet this objective

- Black African group explicitly tracked
- Identify the specific barriers to learning
- Put in place initiatives that will overcome the barriers

**Equality objective 2:****Close the attainment gap between boys and girls in writing at the end of KS2****Success criteria**

Time frame: July 2018

Key actions to meet this objective

- Texts chosen and writing opportunities designed to appeal to boys as much as to girls
- Identify any other specific barriers to learning for boys (writing)
- Put in place initiatives that will overcome the barriers

**Equality objective 3:****Ensure that the teaching of other faiths is well planned and taught throughout the school****Success criteria**

Time frame: ongoing

Key actions to meet this objective

- Timetable for the year stipulates when other faiths are explicitly taught during RE lessons
- Assembly list to reflect the diversity of the community
- RE leader to invite people of other faiths to talk to the children about how they live their faith