



Elmwood Primary School EQUALITIES INFORMATION

DATE OF PUBLICATION 1st April 2017

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation 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 setting 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.

1. SUMMARY OF OUR EQUALITIES EVIDENCE

In relation to RACE, the evidence we hold tells us:

- Racist incidents are rare, dealt with promptly and are reported to Governors.
- The RE and PSHE curriculum is varied and includes many different religions and beliefs to promote inclusion.
- Policies include all children in our school.
- We have an increasing number of languages spoken at our school.
- Our pupils understand what it means to be a British Citizen and uphold British Values.
- Our pupils regularly discuss and understand our core values: Aspiration, Respect, Responsibility, Fairness, and Caring.
- All staff have completed 'Prevent' Training and receive regular updates.

In relation to DISABILITY, the evidence we hold tells us:

- We have a number of pupils with medical needs compared to other schools.
- Pupils, parents and staff with medical needs feel included in school life.
- We make "reasonable adjustments" for pupils and staff with disabilities.

- Pupils who transfer to our school make friends quickly and have a more positive experience than they did elsewhere.
 - The PSHE and Citizenship curriculum addresses this in an age appropriate way in each year group.
 - Assemblies address individual pupil's needs and abilities in a way that they feel comfortable and are encouraged to participate.
 - We have good access for children with disabilities and will make reasonable adaptations where needed.
 - Very good proven procedures are in place to ensure smooth transitions between key stages and schools for disabled pupils.
 - Parents use disabled parking in school carpark.
 - The learning environment reflects the range of disabilities within the school.
- In relation to SEX, the evidence we hold tells us:
 - Boys and girls attain differently in English and Maths but this differs from cohort to cohort.
 - All children have access to after schools clubs.
 - All children from Year 1 to Year 6 have regular access to qualified Sports Coaches. Most teams are mixed gender.
 - Our staff and older pupils challenge stereotypes.

In relation to Gender Reassignment, the evidence we hold tells us:

- Our curriculum, school policies and recruitment procedures do not discriminate.
- We would make "reasonable adjustments" if notified of any issues as we have for other needs.

In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:

- Our Science and Health and Relationships Education suits our pupil's needs.
- We complete a risk assessment to meet the needs of individuals who are pregnant.
- All staff can ask to work hours to suit them on returning to work after pregnancy.
- Staff choose to return to work here after maternity leave.

In relation to RELIGION AND BELIEF, the evidence we hold tells us:

- Our collective worship is inclusive.
- We practice Equality and Diversity in Employment
- A wide and varied curriculum is covered by all children throughout our school.
- We have regular visiting Christian leaders for collective worship and welcome other faith visitors

In relation to SEXUAL ORIENTATION, (including L.G.B.T.) the evidence we hold tells us:

- Our Science, health and relationships education suits our pupil's needs.
- We have an equal opportunity policy to address this.
- Children rarely use negative language aimed at implying sexual orientation or gender but this is always challenged by staff and some pupils and is reported to Governors.
- All children have full access to the curriculum and after schools club.
- Our children readily accept that all families are different and are made up of many different combinations of people.
- Our Core Values encourage pupils and staff to respect, treat equally, achieve, co-operate and ensure that everyone is happy. Pupils are able to articulate this in age appropriate ways.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium differs from cohort to cohort and is often due to SEN rather than their economic disadvantage.

2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS

In relation to RACE, our self-evaluation tells us :

- We live in a mainly white community which means our pupils understanding of race issues are limited, although our school population is becoming more multi - cultural.
- We involve pupils and families.
- Our Equal opportunities policy allows for the inclusion of all groups.
- We promote British values.

In relation to DISABILITY, our self-evaluation tells us:

- Awareness raised by PSHE curriculum for all children is good.
- Our pupils are tolerant and understanding towards pupils with disabilities, particularly those who have A.D.H.D., autism or medical needs due to our open and honest discussion with pupils and parents about individual needs.
- Our Health and Safety policy meets the needs of individual children.
- Our building is accessible for wheelchair use.
- Our disabled parking spot is used daily.
- Our SEN Information Report was written in consultation with parents, governors and members of the wider community.

In relation to SEX, our self-evaluation tells us:

- Data shows there is a difference in some cohorts, between rates of progress for boys and girls.

In relation to PREGNANCY AND MATERNITY, our self-evaluation tells us:

- Risk assessments for pregnant staff meet the needs of individuals using Health and Safety guidelines.
- Good liaison exists between school and the school nurse, counsellor and other agencies.
- Most staff return to work at Elmwood following maternity leave.

In relation to AGE, our self-evaluation tells us:

- Staff and Governor age is varied.
- Recruitment is based on ability not age.
- All pupils are expected to work hard and are treated with respect and independence is encouraged regardless of age.

In relation to RELIGION AND BELIEF, our self-evaluation tells us:

- We have a wide and varied curriculum.
- We need to increase our Religious speakers from religions other than Christianity.

In relation to SEXUAL ORIENTATION, (including L.G.B.T.), our self-evaluation tells us:

- Pupils and families tend to approach the school to discuss any issues however, through our Core Values, these issues are addressed regularly with all pupils in an age appropriate manner.

In relation to ECONOMICALLY DISADVANTAGED, the evidence we hold tells us:

- The progress of pupils who qualify for Pupil Premium is already tracked by staff and Governors and forms part of regular discussions with class teachers. Discussions are held with these pupils and their parents as part of our normal reporting processes, with extra meetings if required.

Elmwood's Equality Objectives April 2017 – March 2018

Equality Focus	Action	Success Criteria	Date to be completed by	Who will be responsible for implementation	Impact (by March 2018)
Race	To investigate the possible need for dual language communication for some parents eg. School website.	All parents have equal access to school communications and feel well informed.	On going	Office staff	Not a tool at present time. First languages of pupils: Polish, Lithuanian, Rumanian
Disability	To establish regular coffee mornings/afternoon tea sessions to discuss key issues and updates.	Parents attend sessions and feel they are valuable.	On going	SENCO	Stopped as ineffective.
	Any training to be disseminated to all staff.	All staff are informed of the most up to date information.	On going	Deputy Head	Currently working with Consortium on pilot intervention for Cause and Effect and Perception.
	Continued deployment of additional support staff for children with disabilities to support social development at playtimes.	Children able to have happy and calm playtimes and form sustainable friendships.	On going	SENCO	Lunchtime club offers pupils a safe and calm environment for either part or all of the lunchtime period.
Religion and Belief	We will continue to increase number of multi faith visitors to school by holding multi-cultural curriculum enrichment days.	For children to have a range of cultural experiences and gain first-hand experience of different cultures, religions and customs.	On going	Curriculum Lead Mrs.Jones	Children have experienced a range of experiences linked to our international Schools Award

Economic Disadvantaged	To work in partnership with our consortium schools to raise attainment and progress of children eligible for Pupil Premium in Speaking and Communication skills and developing a “growth mind-set”	Children make good progress from their baseline assessment, and meet at least age related expectations.	Reviewed at each data input.	Headteacher Assessment Lead All Class teachers	Eiklan presentation to heads and SENCOs on February 4 th , then all consortium teachers on 19 th February. 2 members of staff to attend training and will then be accredited to run programme in school.
	To ensure all parents are fully aware of the benefits of the Pupil Premium funding for their children and complete relevant paperwork.	Children benefit from Pupil Premium funding and make good progress from their baseline assessment, and meet at least age related expectations	Reviewed at each data input	Headteacher Assessment Lead All Class teachers	Headteacher will write to all parents in April so they are fully informed.