

# South Hill Primary School



## Equality Policy (including Equality Information and Objectives)

<b>Approved by:</b>	Governing Body	<b>Date:</b> December 2022
<b>Last reviewed on:</b>	December 2020	
<b>Next review due by:</b>	December 2026	

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## **1. Our Equality Vision and the Values that underpin school life**

At South Hill Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

We aim to ensure that every member of every team within the school community has equal access and opportunity to develop not only their full educational potential but also their spiritual, moral, social and cultural potential.

We aim to enable children and all staff to be actively involved in their own learning leading to greater independence and confidence.

We will endeavour to ensure a learning environment that is stimulating, challenging and supportive.

We aim to educate all members of our school for life so that each individual may contribute positively to any community in which he or she may happen to be.

We believe that everyone should have the opportunity to develop self-esteem and to realise that every individual within our community is valued and respected. Any discrimination will be tackled robustly.

We will achieve this by providing High Quality Teaching which includes a robust Personal, Social & Health Education.

We will achieve this by:

- Respecting the equal human rights of all our pupils and to educate them about equality.
- Work to promote positive attitudes to disability by enabling all people involved in the school community to contribute to and gain full access to all activities.
- Create an environment where respect and harmony mean that all pupils are able to reach their full potential.
- Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, and vulnerable child status) and help to overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
- Respect the equal rights of our staff and other members of the community.
- In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.
- Implementing The South Hill Way through the 4 Rs: Reflect, Responsibility, Resilience and Respect.



## 2. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010. We will do this by ensuring that our policies and practices are inclusive to all, and reflect and meet the needs of all our children and our community.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it. We will do this by ensuring that all children can access the academic and extra-curricular activities that we provide, particularly those children and members of our community who experience barriers to access.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. We will do this by celebrating the individual child, embracing our similarities and differences and recognising the rights of every child. While doing this we will ensure that diversity is embedded in the curriculum.

## 3. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

## **General Duty under the Equality Act 2010**

The purpose of this policy is to set out how our practice and policies have due regard for the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED).

The specific duties require schools to:

- publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality 2010
- to set every four years one or more specific measurable equality objectives that further the aims of the equality duty

The Equality Act 2010 protects people from discrimination on the basis of certain characteristics, known as the 'protected characteristics' which are:

- Disability
- Gender reassignment
- Pregnancy and Maternity
- Race
- Religion/Belief
- Sex (Gender)
- Sexual orientation
- Age (staff only)
- Marriage or Civil Partnership (staff only)

In addition, we have decided to include the following characteristic:

- Economically marginalised

Prohibited Conduct (acts that are unlawful)

- direct discrimination
- indirect discrimination
- harassment
- victimisation
- discrimination arising from disability

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils and in some cases are required to do so by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties

A school must, in the exercise of its functions and in relation to the protected characteristics above, give due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations between people.

## Disability

We implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school to enable disabled pupils, staff, parents and visitors to take better advantage of benefits, facilities and services provided and for pupils to have no barriers to access educational opportunities.
- Improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provision for pupils with special educational needs. Schools will be required to provide auxiliary aids and services to disabled pupils.

## Reasonable Adjustments and Accessibility Plans

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature such as steps.
- Take reasonable steps to provide auxiliary aids and services.
- Provide information in an accessible format.
- Develop and implement an Accessibility Plan which will increase disabled pupils access to the school curriculum, improve the physical environment and improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally regardless of whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make.

## 4. Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mr Hans Peters. They will:

- Meet with the headteacher every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher, Miss Wellbelove, will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality, Mrs Suzie Goodman, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and in delivering training as necessary

#### All school staff will:

- Enact this policy, its commitments and procedures and their responsibilities associated with this policy, including working towards the objectives as set out in section 9.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up-to-date with equality legislation.
- To be models of equal opportunities through their words and actions.

#### All pupils will:

- Refrain from engaging in discriminatory behaviour or any behaviour that contravenes this policy.

#### All volunteers will:

- be aware of and comply with the school's equality policy.
- Refrain from engaging in discriminatory behaviour on school premises.

### **5. Eliminating Discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refreshers and updates as necessary, via the staff bulleting and staff meetings during the year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **6. Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Analyse performance data for pupils with different characteristics to determine strengths and areas for improvement. Actions will be implemented accordingly, in response to this.

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Consult staff, pupils, parents and relevant local communities

Review all our school policies and practices to assess the ways in which they might impact on equality

Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting equality

## **7. Fostering Good Relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach



## 8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 9. Equality objectives for 2022 - 2026

### Objective 1

1. To work with curriculum leaders to ensure the curriculum promotes role models that reflect the rich diversities of the UK, our local area and of South Hill, in order to meet the needs of our children irrespective of race, gender, disability, sexual orientation and religion

Why we have chosen this objective: the school wants to challenge the notion of race and gender stereotypes by promoting equality and aspiration for all pupils.

To achieve this objective we plan to:

1. Ensure topics and resources used reflect diversity
2. Regularly review and monitor the curriculum to ensure that topics and resources are up to date
3. Ensure that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential

Review of Impact:

Year 1 (Dec 22 – Dec 23)	
Year 2 (Dec 23 – Dec 24)	
Year 3 (Dec 24 – Dec 25)	
Year 4 (Dec 25 – Dec 26)	

## Objective 2

2. To ensure the whole school environment represents the diversity of the South Hill population.

Why we have chosen this objective: the school has an increasingly diverse population with children entering the school from a range of heritage and we need to ensure that all children can see themselves represented within the school environment.

To achieve this objective we plan to:

1. Ensure that our displays enable children to feel represented within the school environment
2. Purchase/Make resources that support this objective
3. Continue to monitor and update, as children from different heritage continue to join our school

Review of Impact:

Year 1 (Dec 22 – Dec 23)	
Year 2 (Dec 23 – Dec 24)	
Year 3 (Dec 24 – Dec 25)	
Year 4 (Dec 25 – Dec 26)	

## Objective 3

3. To improve the provision made for pupils who are learning English as an Additional Language.

Why we have chosen this objective: Because we have recently had a greater number of children joining the school who are at the early stages of learning to read English.

To achieve this objective we plan to:

1. Assess children with EAL upon entry and on a termly basis thereafter to track their progress, using The Bell Foundation assessment criteria
2. Ensure all staff have the necessary information, training and resources to implement quality first teaching for EAL pupils
3. Improve communication with parents who are learning English as an Additional Language

Review of Impact:

Year 1 (Dec 22 – Dec 23)	
Year 2 (Dec 23 – Dec 24)	

Year 3 (Dec 24 – Dec 25)	
Year 4 (Dec 25 – Dec 26)	

**Objective 4**

4. To increase the understanding between pupils from different faith communities

Why we have chosen this objective: The school wants to ensure that all religions are celebrated through our RE curriculum and through suitable enrichment activities and assemblies.

Top achieve this objective we plan to:

1. Review our RE curriculum regularly and modify where necessary to ensure coverage
2. Review assembly content to reflect the key celebrations for all different religious groups
3. Monitor and review enrichment activities to ensure they reflect the range of religious beliefs of the South Hill population

Review of Impact:

Year 1 (Dec 22 – Dec 23)	
Year 2 (Dec 23 – Dec 24)	
Year 3 (Dec 24 – Dec 25)	
Year 4 (Dec 25 – Dec 26)	

## 10. School Equality Information (November 2022)

### Religion/Belief

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	None	Total
<b>Buddhist</b>	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
	1	0	0	0	0	0	0	0	1
<b>Christian</b>	3.6	4.5	4.8	2.4	3.1	3.1	4.8	0.0	26.3
	15	19	20	10	13	13	20	0	110
<b>Hindu</b>	0.2	1.0	0.2	0.2	0.0	1.0	0.2	0.0	2.9
	1	4	1	1	0	4	1	0	12
<b>Jewish</b>	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5
	2	0	0	0	0	0	0	0	2
<b>Muslim</b>	1.2	2.4	0.5	0.5	0.0	1.7	1.0	0.0	7.2
	5	10	2	2	0	7	4	0	30
<b>No Religion</b>	8.4	5.3	7.4	6.0	8.9	7.2	5.7	0.0	48.8
	35	22	31	25	37	30	24	0	204
<b>Other Religion</b>	0.0	0.2	0.2	1.2	0.7	1.0	0.5	0.0	3.8
	0	1	1	5	3	4	2	0	16
<b>Refused</b>	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.2
	0	0	0	0	1	0	0	0	1
<b>Sikh</b>	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.2
	0	1	0	0	0	0	0	0	1
<b>Not answered</b>	0.2	0.0	1.7	3.8	1.2	0.2	2.4	0.2	9.8
	1	0	7	16	5	1	10	1	41
<b>Total</b>	14.4	13.6	14.8	14.1	14.1	14.1	14.6	0.2	100.0
	60	57	62	59	59	59	61	1	418

**Race including colour, nationality, ethnic or national origin**

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	None	Total
<b>Any other Asian background</b>	0.5	0.5	0.2	0.5	0.2	0.2	0.7	0.0	2.9
	2	2	1	2	1	1	3	0	12
<b>Any other Black background</b>	0.2	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.5
	1	0	0	1	0	0	0	0	2
<b>Any other ethnic group</b>	0.0	0.0	0.0	0.2	0.0	0.5	0.0	0.0	0.7
	0	0	0	1	0	2	0	0	3
<b>Any other mixed background</b>	0.2	0.2	0.2	0.0	0.5	0.5	0.7	0.0	2.4
	1	1	1	0	2	2	3	0	10
<b>Bangladeshi</b>	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.2
	0	0	0	0	0	1	0	0	1
<b>Black - African</b>	1.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	1.7
	4	3	0	0	0	0	0	0	7
<b>Black Caribbean</b>	0.0	0.2	0.5	0.0	0.0	0.0	0.0	0.0	0.7
	0	1	2	0	0	0	0	0	3
<b>Chinese</b>	0.2	0.2	0.0	0.2	0.0	0.2	0.2	0.0	1.2
	1	1	0	1	0	1	1	0	5
<b>Indian</b>	0.5	1.4	0.7	0.7	0.2	0.7	0.2	0.0	4.5
	2	6	3	3	1	3	1	0	19
<b>Pakistani</b>	0.2	1.0	0.0	0.2	0.0	0.7	1.0	0.0	3.1
	1	4	0	1	0	3	4	0	13
<b>Refused</b>	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.2
	0	0	1	0	0	0	0	0	1
<b>Turkish</b>	0.5	0.0	0.7	0.0	1.0	0.2	0.0	0.0	2.4
	2	0	3	0	4	1	0	0	10
<b>White - British</b>	7.2	7.4	9.3	8.6	11.0	8.9	9.3	0.2	62.0
	30	31	39	36	46	37	39	1	259
<b>White Other</b>	2.2	1.7	2.2	1.7	1.0	1.0	1.7	0.0	11.2
	9	7	9	7	4	4	7	0	47
<b>White and Asian</b>	1.0	0.2	0.5	0.7	0.2	1.0	0.2	0.0	3.8
	4	1	2	3	1	4	1	0	16

<b>White and Black African</b>	0.2	0.0	0.0	0.7	0.0	0.0	0.0	0.0	1.0
	1	0	0	3	0	0	0	0	4
<b>White and Black Caribbean</b>	0.5	0.0	0.0	0.2	0.0	0.0	0.5	0.0	1.2
	2	0	0	1	0	0	2	0	5
<b>Not answered</b>	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.2
	0	0	1	0	0	0	0	0	1
<b>Total</b>	14.4	13.6	14.8	14.1	14.1	14.1	14.6	0.2	100.0
	60	57	62	59	59	59	61	1	418

### First Language

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	None	Total
<b>Akan (Twi/Asante)</b>	0.7	0.2	0.0	0.2	0.0	0.0	0.0	0.0	1.2
	3	1	0	1	0	0	0	0	5
<b>Albanian/Shqip</b>	0.0	0.2	0.0	0.0	0.2	0.2	0.2	0.0	1.0
	0	1	0	0	1	1	1	0	4
<b>Bengali (Any Other)</b>	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.2
	0	0	1	0	0	0	0	0	1
<b>Bulgarian</b>	0.0	0.2	0.2	0.2	0.2	0.0	0.0	0.0	1.0
	0	1	1	1	1	0	0	0	4
<b>Chinese (Cantonese)</b>	0.2	0.0	0.0	0.0	0.0	0.2	0.2	0.0	0.7
	1	0	0	0	0	1	1	0	3
<b>Chinese (Mandarin/Putonghua)</b>	0.0	0.2	0.0	0.2	0.0	0.0	0.2	0.0	0.7
	0	1	0	1	0	0	1	0	3
<b>English</b>	9.8	9.6	11.0	9.8	11.7	10.5	10.5	0.2	73.2
	41	40	46	41	49	44	44	1	306
<b>Estonian</b>	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.2
	0	0	0	1	0	0	0	0	1
<b>Farsi/Persian (Any Other)</b>	0.0	0.0	0.2	0.0	0.0	0.2	0.0	0.0	0.5
	0	0	1	0	0	1	0	0	2
<b>Filipino</b>	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.2

	0	0	0	0	1	0	0	0	1
<b>German</b>	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.2
	0	0	0	0	1	0	0	0	1
<b>Greek</b>	0.2	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.5
	1	0	0	0	0	1	0	0	2
<b>Gujarati</b>	0.0	0.0	0.2	0.0	0.0	0.2	0.0	0.0	0.5
	0	0	1	0	0	1	0	0	2
<b>Hindi</b>	0.0	0.5	0.0	0.0	0.0	0.2	0.0	0.0	0.7
	0	2	0	0	0	1	0	0	3
<b>Hungarian</b>	0.5	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.7
	2	1	0	0	0	0	0	0	3
<b>Kannada</b>	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.2
	0	0	0	1	0	0	0	0	1
<b>Kurdish</b>	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.2
	0	0	0	1	0	0	0	0	1
<b>Macedonian</b>	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.2
	0	0	0	0	1	0	0	0	1
<b>Malayalam</b>	0.0	0.2	0.2	0.0	0.0	0.0	0.0	0.0	0.5
	0	1	1	0	0	0	0	0	2
<b>Pahari (Pakistan)</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.2
	0	0	0	0	0	0	1	0	1
<b>Panjabi</b>	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.2
	0	0	0	0	0	1	0	0	1
<b>Panjabi (Gurmukhi)</b>	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.2
	0	1	0	0	0	0	0	0	1
<b>Polish</b>	0.7	0.5	0.5	0.2	0.0	0.0	1.0	0.0	2.9
	3	2	2	1	0	0	4	0	12
<b>Portuguese (Brazil)</b>	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.2
	0	0	0	1	0	0	0	0	1
<b>Romanian</b>	0.7	0.5	0.5	1.0	0.0	0.0	0.7	0.0	3.3
	3	2	2	4	0	0	3	0	14
<b>Romanian (Romania)</b>	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.2

	0	0	0	1	0	0	0	0	1
<b>Sinhala</b>	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2
	1	0	0	0	0	0	0	0	1
<b>Slovak</b>	0.0	0.0	0.0	0.2	0.0	0.2	0.2	0.0	0.7
	0	0	0	1	0	1	1	0	3
<b>Slovenian</b>	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.2
	0	0	1	0	0	0	0	0	1
<b>Tamil</b>	0.2	0.7	0.0	1.0	0.0	0.5	0.5	0.0	2.9
	1	3	0	4	0	2	2	0	12
<b>Telugu</b>	0.2	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.5
	1	0	1	0	0	0	0	0	2
<b>Turkish</b>	0.5	0.0	0.7	0.0	1.0	0.5	0.0	0.0	2.6
	2	0	3	0	4	2	0	0	11
<b>Ukrainian</b>	0.0	0.0	0.2	0.0	0.2	0.2	0.0	0.0	0.7
	0	0	1	0	1	1	0	0	3
<b>Urdu</b>	0.2	0.2	0.0	0.0	0.0	0.5	0.5	0.0	1.4
	1	1	0	0	0	2	2	0	6
<b>Vietnamese</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.2
	0	0	0	0	0	0	1	0	1
<b>Not answered</b>	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.2
	0	0	1	0	0	0	0	0	1
<b>Total</b>	14.4	13.6	14.8	14.1	14.1	14.1	14.6	0.2	100.0
	60	57	62	59	59	59	61	1	418



## Gender

Gender	Overall School Percentage
Male	53.6%
Female	46.4%

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	None	Total
<b>Female</b>	33	23	22	29	28	24	35	0	194
<b>Male</b>	27	34	40	30	31	35	26	1	224
<b>Total</b>	60	57	62	59	59	59	61	1	418

## Economically Marginalised Pupils (those entitled to the Pupil Premium Grant)

Pupil Premium	Overall School Percentage
Not PP	78.9%
PP	21.1%

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	None	Total
<b>Not PP</b>	12.9	12.2	11.2	11.2	10.5	10.5	10.0	0.2	78.9
<b>PP</b>	1.4	1.4	3.6	2.9	3.6	3.6	4.5	0.0	21.1
<b>Total</b>	14.4	13.6	14.8	14.1	14.1	14.1	14.6	0.2	100.0

## SEND

<b>Total % of pupils with SEND</b>	13.1% 55 pupils
% of pupils with SEND (school support)	9.8% 41 pupils
% of pupils with SEND: (EHCP or under assessment)	3.3% 14 pupils

% with SEND – boys	64% 35
% with SEND – girls	36% 20

Primary Type of Need		Rec		Yr 1		Yr 2		Yr 3		Yr 4		Yr 5		Yr 6		Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Specific Learning Difficulty	SpLD											1	1	2	4	
Moderate Learning Difficulty	MLD								1		3		2		6	
Severe Learning Difficulty	SLD															
Profound and Multiple Learning Difficulty	PMLD															
Social, Emotional and Mental Health	SEM H	1	3	2		3		2	2	1	1	3		3	1	22
Speech, Language and Communication Needs	SLCN	1	1	1			1	3		1					1	9
Hearing Impairment	HI															
Visual Impairment	VI															
Multi-Sensory Impairment	MSI															
Physical Disability	PD	1													1	2
Autistic Spectrum Disorder	ASD	2	1								1	3	2	3	1	12
Other difficulty/disability																
Total Number of Pupils		5	5	3		3	1	5	2	3	2	9	3	8	6	56

### **Sensitive information on pupils**

Some information in relationship to protected characteristics we regard as sensitive. This includes information about pupils who may have gender issues. As a primary school we do not collect data on the sexual orientation of our pupils, nor do we collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils. We also recognise that people who are undergoing or who have undergone a process to reassign their gender may experience discrimination or harassment, although it is uncommon for this to apply to a child of primary age.

### **11. Breaches of the Equality Policy**

We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues come to the attention of the school these will be dealt with according to our child protection procedures.

### **12. Monitoring arrangements**

The full governing body will update the equality information we publish, at least every year.

This document will be reviewed by the full governing body at least every 4 years.

This document will be approved by the full governing body.

### **13. Links with other policies**

This document links to the following policies:

Accessibility plan

Risk assessment

Inclusion and SEND Policy

Child Protection Policy

Anti-Bullying Policy

PSHE Policy

Positive Behaviour Policy