



St. Saviour's C of E Primary School

## Equality Document

Written: March 2016

Review: March 2018

## **Vision Statement**

St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God.

We want every child to have the best educational experience and outcomes so that they are confident learners equipped to be responsible, compassionate citizens, leading happy, healthy and productive lives.

Our Christian value of Care, Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

# Our school commitment

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.

## At St Saviour's CE Primary School:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
  - Their age
  - A disability
  - Their ethnicity, colour or national origin
  - Their gender
  - Their gender identity (they have reassigned or plan to reassign their gender)
  - Their marital or civil partnership status
  - Their being pregnant or having recently had a baby
  - Their religion or belief
  - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

## **Part 1: Information about the pupil population**

Number of pupils on roll at the school: **240**

### **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**

##### **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 disabled children/people: **6**

#### **Ethnicity**

<b><i>Main Categories</i></b>	<b><i>School %</i></b>	<b><i>National %</i></b>
White British	59	70
White Other	6	5
Black African	8	3
Black Caribbean	1	1
Pakistani	0.6	4
Bangladeshi	5	1
Mixed: White/ Black Caribbean	4	1
Mixed: White/ Black Caribbean	2	0.6
Any other mixed	7	3
Chinese	0.6	0.4

## Religion and belief

Christian	199	Unknown	20
Hindu	3	Muslim	16
Jewish	0	Roman catholic	2

## Sensitive information on some pupils with protected characteristics

Some information in relationship to protected characteristics, we regard as sensitive.

*Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.*

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

## Information on other groups of pupils

Ofsted inspections of schools will 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 low income households

	Total	School %	National %
Number of pupils currently eligible for free school meals	122	51%	26%

## Pupil with Special Educational Needs and/or Disabilities (SEND)

	Number of pupils	Percentage (%) of school population
No Special Education Need	154	64%
SEN Support	80	33%
Statement/ Education Health care plan	6	3%

## First language

	School %	National %
English	85	82
Number of pupils who speak English as an additional language (EAL)	14	17
Unclassified	1	0.2

## Looked after children

St Saviour's, like many schools, have looked after children on roll at various times. All LAC have termly PEP (Personal Education Plan) meetings, where personal targets are reviewed and set.

## Part 2: 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 in the school.

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

- Record-keeping linked to protected characteristics – eg: through termly pupil tracking and pupil progress meetings
- Related policies, such as anti-bullying, behaviour and equal opportunities
- Accessibility plan for the disabled

- Admission arrangements
- Monitoring exclusions
- Recording and tackling incidents of harassment
- Relevant staff and governor training or meetings
- Complaints policy and procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct

## Disability (also see Accessibility Plan)

### Summary information:

Currently on role we have 17 children with Additional Need and 6 children with either a statement or EHCP.  
 Attainment (APS) for our SEND children at the end of KS2 in 2015 was:  
 SEN support 28.4 (school) 25.0 (national)  
 SEN with stmt or EHCP 27.0 (school) 18.8 (national)  
 Feedback from parents of those children with special needs is consistently positive.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### Advance equality of opportunity by:

Excellent links with specific outside agencies, such as OT, physio, EP, speech and language, CAMHS.

Termly data analysis which feeds into the intervention programmes and provision maps.

All children with Statement have an EHCP or SEN support plan, reviewed termly by inclusion leader, parents, teacher and TA. Children with additional needs have a Pupil passport which is reviewed termly.

Annual Reviews in place for all children with a Statement/EHCP.

Accessibility plan in place to ensure ease of access for all members of the school community.

Strong relationships between school and parents of those children with specific learning needs and disabilities. There is a monthly parent group for all parents of children with SEND, led by the SEN governor.

### Foster good relations and community cohesion by:

Behaviour and anti-bullying policies

Scheme of work – PSHCE

Friendship Week

Playtime sports leaders

School Council

Books and resources to represent a wide range of backgrounds, cultures and abilities

Links with local special schools and SEND services

**What has been the impact of our activities? What do we plan to do next?**

Pupils make extremely good progress

## **Ethnicity and race (including EAL learners)**

**Summary information:**

End of KS2 results 2015, show that children who have English as an additional language achieve well – attainment was well above national average (33.0 compared with National at 28.3).

The major ethnic group in our school is White British. There are a wide range of other ethnic groups, but these are made up of relatively small numbers of children. All groups make significantly above expected levels of progress.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

**Advance equality of opportunity by:**

Termly data analysis which feeds into the intervention programmes and provision maps.

Strong relationships between school and parents.

Dual language texts in classes.

## **Gender**

**Summary information:**

All opportunities in school are available to all staff, pupils and parents, irrespective of their gender.

Data for KS2 results 2015 show that overall the attainment for boys and for girls were both above national (boys 32.0 and girls 29.8).

SEE EQUAL OPPORTUNITIES POLICY FOR FURTHER INFORMATION.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

**Advance equality of opportunity by:**

Equality of opportunity for training – records kept of all staff CPD to ensure balance.

**Foster good relations and community cohesion by:**

The school takes part in local events such as: carol singing, visits to old people’s homes as well as hosting the Summer Fair, Black History Month, School Book Week and Healthy Eating week all serves to build links with the local community.

## **Religion and belief**

**Summary information:**

All opportunities in school are available to all staff, pupils and parents, irrespective of their religion or belief.

Our SIAMs inspection recognised our links with the wider community ‘Through close links with a school in Rwanda, learners know that Christianity is a multi-cultural world faith which may look different in other parts of the world.’

SEE EQUAL OPPORTUNITIES POLICY/ RE & WORSHIP POLICIES FOR FURTHER INFORMATION.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

**Advance equality of opportunity by:**

The school follows Discovery RE, a scheme of work for RE to support coverage of all faiths.

**Foster good relations and community cohesion by:**

Parents and carers come in to school to share their experiences and religious beliefs. Pupils and parents attend whole school celebrations and events such as church services, celebration assemblies and after school events.

**What has been the impact of our activities? What do we plan to do next?**

The most recent RE and Worship inspection graded the school as outstanding overall.

An action identified was to ‘enhanced (the RE curriculum) through visits to the church and other places of worship.’