

Equality Statement



Committee Responsible for the Policy	Full Governing Body
Date Policy Approved by the FGB	16 th January 2017
Date of Next Review	Spring 2018
Headteacher	Mrs Lesley Spicer

1. Our Legal Duty

At Peel Common Nursery and Infant School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of any factor which may lead to discrimination.

The achievement of all pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching.

On 5 April 2011, the Public Sector Equality Duty under section 149 of the Equality Act 2010 came into force, requiring all schools to comply with the public sector equality duty and replacing the previous race, gender and disability duties.

We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of any stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

This scheme outlines how we will promote the public sector equality duty in our school and sets out our priority areas and action plan for the next 3 years.

The General Duty:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

This information should also be read in conjunction with our equality objectives, see appendix. In compiling this equality information we have:

- identified evidence of equality we already have within policies and practice and identified gaps.
- examined how we engage with the protected groups, identifying where practice could be improved.

2. Equality information

Equality information [gathered 2016/17]

Age:

The largest year group in school is Year 1 with 60 pupils, the smallest is Year 2 with 52 pupils. There are currently 34 children in the Nursery (spring 17). So the schools age spread is fairly even although numbers in Nursery are lower than usual.

Disability:

Although there are no pupils on roll currently with a physical disability, there are a small number with a physical impairment; hearing or visual.

The percentage of SEN pupils in the school is approximately 22% putting us in the higher quartile compared with national averages. Assemblies and workshops promoting inclusion and understanding have helped to develop an appreciation of diversity.

Gender reassignment:

No data is collated by the school about gender reassignment within the pupil or staff population.

Race:

The pupils at school are largely of white British decent with English as a first language, the proportion of pupils from ethnic groups is 8% however only 2% children have English as an additional language. The EMAS service including specific language translators have been accessed for needs of specific pupils and families.

The school has consistently recorded and reported no racist incidents to the Local Authority.

Religion or belief:

The school does not record data about religion in SIMS.

The collective worship policy and RE scheme of work take into account teaching about different religions and common festivals. The PSE curriculum actively encourages pupils to appreciate diversity and differences in people's views.

Gender:

There are currently 1 more boys than girls in the school, with Year 1 and being the year groups with the biggest difference in numbers between boys and girls, Year 1 having 8 more boys and Year 2 having 10 more girls.

Gender differences in progress and attainment are tracked through the use of our data collection programme. The curriculum content is modified in light of the gender make up of the cohort, and we are currently reviewing the provision for boys and girls as a gender difference has been a feature of internal moderation as well as end of KS 1 results and end of Year R results.

Sexual orientation:

No data about the sexual orientation of pupils, parents or staff is collected or held by the school. Were it to be communicated to the school regarding a Pupil's home situation, it would be noted by the staff dealing with the pupil and supportive measures would be addressed if necessary.

Marriage and civil partnership:

When information about changes in marital status or home circumstances is communicated to the school, it is noted by the staff dealing with the pupil. Any changes to contact details are recorded on the pupil's data file.

No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

Pregnancy and maternity:

No data is collected about this except if we are informed about a new baby in a household and this information is noted by the staff dealing with the pupil.

FSM and IMD:

The school's overall IMD rank places it 72 out of 427 schools in Hampshire with approximately 10% pupils eligible for FSM, this being lower than national average. Differences in progress and attainment for FSM pupils are tracked through the use of our data collection programme and if trends in underachievement are identified these are addressed.

Vulnerable groups:

There are currently 2 looked after children on roll who have PEPs in place to meet their needs.

There are a significant number of Forces children that attend the school, approximately 30% and this group is a priority for the school to track and gather further data about in order for identified needs to be addressed.

3. Responsibilities	
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Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	To support the Head Teacher. Ensure fair treatment and access to services and opportunities. Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.

<p>Non Teaching Staff</p>	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated. Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
<p>Parents and Community members</p>	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
<p>Pupils</p>	<p>Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>

Appendix - Specific data and objectives

Specific data about groups of pupils (taken from 2016 Raise on line):

Information	Evidence and commentary
Attainment by gender	In 2016 the % of boys achieving expected in reading was 93% compared to 90% of girls. In writing this was 67% boys and 76% girls and in maths 74% boys compared to 81% girls. This shows that there is a gender gap which is slightly higher than national figures.
Attainment of FSM pupils	In 2016 the gap between those pupils identified as eligible for Free school meals was better than national average in reading and maths and larger in writing. The gap is slightly larger than the national average in writing but as the numbers of children involved are so small this is due to individual pupils affecting the figures.
Attainment of SEN groups	In 2016 the attainment of those receiving SEN support was lower than national average for SEN support. This reflects the small number in the cohort who also had complex learning needs.
Attendance	Between 2014 and 2016 the % absence rate fell from 5.3% to 3.7%. This reflects the work that has been done on improving attendance with all groups of pupils.

Equality objectives:

Objective	Actions to be undertaken	Lead responsibility	Timescale	Expected outcome
Reduce the gender gap in achievement	<ul style="list-style-type: none"> Key staff to attend 'It's different for boys' project. Review curriculum and structure of days to enable boys to achieve better. Use assessment and tracking data effectively to quickly identify and address any underachievement. 	Head Teacher SENCo School Improvement Committee to monitor	By July 2017	There will be a reduction in gap between boys and girls achievement
To track progress and attainment of FSM children and address any underperformance	<ul style="list-style-type: none"> Identify the pupils involved and track progress and attainment. Explore issues and possible barriers to learning. Liaise with SENCo to suggest intervention programs as needed. Track ongoing progress and discuss as a group in Pupil Progress Meetings. Develop action plan for addressing trends and issues identified. 	Head Teacher SENCo School Improvement Committee to monitor	By July 2017	Attainment gap for FSM pupils will be closed.
To track progress and attainment of Forces Children as a group and identify any trends.	<ul style="list-style-type: none"> Identify the pupils involved and track progress and attainment. Explore issues and possible barriers to learning. Liaise with ELSA and other services to address issues. Track ongoing progress and discuss as a group in Pupil Progress Meetings. Develop action plan for addressing trends and issues identified. 	Head Teacher SENCo ELSA School Improvement Committee to monitor	By July 2017	Trends of progress, attainment and attendance in Forces children will be identified and an action plan for addressing will be in place.