

Equality Statement



Body responsible for Policy	Full Governing Body (FGB)
Date Policy approved by the FGB	26 th March 2019
Date of Next Review	February 2024
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.

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.

Equality information [gathered 2018/19]

Age:

The largest year group in school is Year 2 with 56 pupils, the smallest is Year R with 39 pupils. There are currently 23 children in the Nursery (spring 19). So the schools age spread is fairly even although numbers across the school are lower than usual.

Disability:

There are a small number of pupils on roll currently with a physical impairment, this includes a child with Epilepsy as well a child with a heart condition as well as a number with allergies and minor health conditions.

The percentage of SEN pupils in the school is approximately 18% putting us in the higher quartile compared with national averages. Assemblies and curriculum activities 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 6% however all these children have English as a first language or dual language.

The school has consistently recorded any racist incidents to the local authority although these have been minimal over the last three years and have all been investigated and appropriately dealt with.

Religion or belief:

Most parents who disclose religion say that they are Christian, however many families do not identify this and data collection is optional for religion.

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

Gender:

There is currently 1 more girl than boys in the school, with Year 2 and being the year group with the biggest difference in numbers between boys and girls, Year 2 having 6 more boys than 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 62 out of 422 schools in Hampshire with approximately 7% 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 4 looked after children or post 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 27% 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 2018 Analysing School Performance data):

Information	Evidence and commentary
Attainment by gender	In 2018 the gender gap in Reading and writing was better than the National average for pupils at the end of KS 1, it was higher than National average in Maths. In Early Years the gender gap was significantly higher than National average in all areas.
Attainment of FSM pupils	In 2018 the gap between those pupils identified as eligible for Free school meals was in line with 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. However the gap between FSM pupils and those not eligible for FSM within the school is wider.
Attainment of Service family pupils	In 2018 the attainment of service family children showed that the percentage of children reaching expected level was higher than the percentage of those children not from service families
Attendance	In 2018 the percentage absence is in line with National averages. The number of persistent absentees is slightly higher than national average but the families this applies to are being supported by our pastoral team.

Equality objectives:

Objective	Actions to be undertaken	Lead responsibility	Timescale	Expected outcome
Reduce the gender gap in achievement	<ul style="list-style-type: none"> Review provision for boys across the school but particularly for those in Early Years Plan specific activities for Year 1 boys who did not achieve the required standard in Early Years Monitor closely the progress of Boys across all year groups and address any underperformance 	Headteacher	July 2019	Gender gap will show a reduction in end of year results. Specific children identified will have made better progress than their peers.
To track progress and attainment of FSM children and address any underperformance	<ul style="list-style-type: none"> Identify the children and forensically unpick their needs and barriers to learning Plan specific activities for these pupils to work towards closing the gap in progress and attainment Review use of Pupil Premium money to support progress and attainment 	SENCo	July 2019	The gap in progress and attainment in FSM pupils will have closed or those with complex needs will show good progress towards closing their individual gaps.
Attendance	<ul style="list-style-type: none"> Continue to identify the families with attendance which shows a cause for concern and work closely with internal provision and external services to improve attendance figures 	Headteacher/ HSLW	July 2019	Persistent absentees will reduce/ improve their individual attendance figures.