



Silverhill Primary School
Equality Information and Objectives

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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 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 Silverhill 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;
- Our aim is for all children to achieve more;
- The values we teach our children are Determination, Resilience, Enthusiasm, Ambition, Motivation and Self Belief.

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 ONE - INFORMATION ABOUT THE PUPIL POPULATION

Number of pupils on roll at the school: 417

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

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'.

There are pupils at our school with different types of disabilities and these include:

- Autism;
- Speech Language and Communication Needs;
- Hearing Impairment;
- Visual Impairment
- Severe Allergies
- ADHD

Ethnicity

The main ethnic categories in the school are Indian and Pakistani

Religion and Belief

Approximately 37% of our school population are Christian, 15 % are Muslim, 4% Sikh and 2% Hindu.

Information on Other Groups of Pupils

We aim for all our 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 lower income households

	Total	Percentage of school population
Number of pupils currently eligible for free school meals	40	10%

Pupils with Special Educational Needs or Disability (SEND)

These figures include N/R	Number of pupils	Percentage (%) of the school population
No Special Education Need	366	88%
SEND Support	21	5%
Statement/EHCP	8	2%
SEND monitoring	22	5%

Pupils with English as an additional language (EAL)

There are different languages spoken by pupils in the school, including English

These figures are for pupils aged 5 and over	Total	Percentage of school population
Number of pupils who speak English as an additional language	52	12%

Young Carers

We are aware that some children may be young carers and are alert as to the signs that this may be the case.

Other vulnerable groups

- There are a number of children who are on our pastoral care register;
- We provide therapy and counselling for children with emotional difficulties;
- There are a number of children with severe and complex needs, including autistic spectrum disorder, global delay and speech and language difficulties.

PART 2: OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published equality objectives. See Part 6 of this document.

Although we have met our 97% attendance target in the year 2014-15, there are still some pupils whose attendance is not meeting this target:

PP children 95.84 → 97%
FSM children 94.91 → 96%
SEN children 96.28 → 97%
Pakistani children 96.12 → 97%

There will be a focus on improving the attendance of these groups in 2015-16.

PART 3 - HOW WE HAVE DUE REGARD TO EQUALITY

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:

- Related policies in place are anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, more able and SEND;
- Accessibility plan for the disabled;
- Admission arrangements - new arrivals have an induction;
- Exclusions are monitored and reported;
- Incidents of harassment are recorded;
- Staff and governors have regular safeguarding and SEND;
- Authority complaints procedures are followed;
- Non-discriminatory employment practice is adhered to;
- There are staff and pupil codes of conduct;
- Teaching targets needs and there is training on differentiation and challenge;
- EAL strategies are employed and resources targeted.

Special Educational Needs and Disability

- We provide equal access to all areas of the curriculum and provide support where necessary;
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.

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:

- Providing equal access to all areas of the curriculum;
- Providing additional support and resources as and when necessary;
- Supporting disabled learners and staff by meeting their individual needs;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them;
- Providing adequate training for all staff;
- Tracking and monitoring identified groups and their access and performance.

Foster good relations and community cohesion by:

- Involving parents of those children in understanding how they may help their children at home;
- Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities;
- Providing an anti-prejudice curriculum which is incorporated into PSHE, Citizenship and Spiritual Moral Social and Cultural (SMSC) and which celebrates difference and diversity;
- Ensuring that pupils learn about the experiences of disabled people and how they may encounter prejudices;
- Providing policies, systems and procedures that promote tolerance and tackle prejudice, eg, Behaviour Policy, Anti-Bullying Policy, E-Safety Policy, Safeguarding Policy;
- Monitoring and ensuring equal access to after school clubs and pupils with SEND, if this is deemed beneficial for their well-being.

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

- 38% of children on the SEND list passed the Year 1 phonics check, compared to 42% nationally. **Aim to increase this to 50%.**
- The overall APS for SEND children at the end of KS1 was 14 which is better than the national figure of 13.2.
- The overall APS for SEND children at the end of KS2 was 27.8, which is considerably better than the national figure of 25.

Ethnicity and race (including EAL learners)

Summary Information:

- We have a range of languages spoken in the school and there are a variety of cultures;
- Our pupils are very respectful of each other's ethnicities and cultures.

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:

- Assessing attainment and progress with regard to ethnic groups on a half-termly basis to ensure pupils who are falling behind are targeted for support as soon as possible;
- Conducting regular pupil surveys.

Foster good relations and community cohesion by:

- Following a curriculum that supports pupils to understand, respect and value difference and diversity;
- Ensuring that the curriculum challenges racism and stereotypes;
- Holding events such as enrichment days with a global theme;
- Ensuring that all ethnicities are made to feel welcome and included;
- Offering support and information for parents;
- Involving parents, carers and families in participating in enrichment activities;
- Ensuring Silverhill PTFA is open to all and positively promoted to our parents from different ethnic groups.

What has been the impact of our activities for 2014-15? What do we plan to do next?

- 89% of our EAL children passed the Year 1 phonics check, which is the same as national. Only one of our EAL children did not pass the test.
- At the end of KS1, our EAL children scored an overall APS of 16.3 which is above the national figure of 15.7. It is 1.0 below the APS for the whole cohort. **Our aim is to eliminate this gap completely by the end of KS2.**
- At the end of KS2, our EAL children scored an overall APS of 29.4, which is better than the national figure of 28.3. It is also very close to the APS for the whole cohort, which is 29.7. This also shows that generally, we are reducing the gap during KS2. **Our aim is to eliminate the gap completely.**

Gender

Summary information:

- The progress and attainment of boys and girls is monitored regularly;
- Boys and girls are consulted on issues which may affect their underachievement or well-being through class and school council, surveys and assertive mentoring meetings.

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:

- Monitoring the attainment of all pupils by gender;
- Setting targets to improve the attainment and rates of progress of particular groups of boys and girls;
- Identifying and addressing barriers to the participation of boys and girls in activities;
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress - fathers and male carers are particularly welcomed.

Foster good relations and community cohesion by:

- Ensuring we respond to any sexist bullying or sexual harassment;
- Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes;
- Ensuring the inclusion of positive, non-stereo-typical images of women and men, girls and boys across the curriculum.

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

- 83% of boys and 97% of girls passed the Year 1 phonics check, which is well above national figures. **Our aim is to eliminate the gap between girls and boys.**
- At the end of KS1, boys achieved an overall APS of 16.7 and girls 17.8. Both of these are well above national figures. **Our aim is to eliminate the gap between boys and girls.**
- At the end of KS2, boys achieved an overall APS of 29.9 and girls 29.4. Both of these are well above national and demonstrate that the gap is closed throughout KS2.

Religion and Belief

Children come from a variety of religions such as Christian, Muslim and Hindu.

We promote this diversity and promote understanding and acceptance of all pupils and their families regardless of their religion and belief.

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:

- Studying all major religions and beliefs;
- Building on children's cultural backgrounds to develop understanding of themselves and others.

Foster good relations and community cohesion by:

- Our curriculum, especially in RE and PSHE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values;
- Enabling pupils to develop respect for others and helps to challenge prejudice and discrimination;
- Holding special assemblies to mark religious festivals;
- Visiting local places of worship, including the mosque, the church and a Hindu temple;
- Tackling any form of bullying based on religious discrimination;
- Tackling prejudices relating to racism and xenophobia.

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

- Our children are very tolerant of one another's beliefs;
- We have a clear set of values that underpins our ethos;
- Pupils and parents of different faith groups feel valued and respected.

Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives. We aim to address areas where we need to take action to improve equality and tackle disadvantage

We will regularly review the progress we are making towards meeting our equality objectives.

Objective	How?	Success Criteria
50% of children on the SEND list to pass the phonics check.	Increased intervention and support. Parental involvement.	
To eliminate the gap between EAL children and the rest of the cohort by the end of KS2	Targeted interventions across the school. Increased TA and teacher knowledge about their EAL children. Dedicated TA to provide a language enrichment programme for identified EAL children.	The gap is significantly reduced or closed by the end of KS2.
To reduce the achievement gap	Boy-friendly topics.	The gap is

between boys and girls by the end of FS2.	Increased cross-curricular reading/writing opportunities Open mornings for parents to demonstrate phonics teaching.	reduced by 30%.
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PART 4 - CONSULTATION AND ENGAGEMENT

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

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| <ul style="list-style-type: none"> • Questionnaires; • Website and twitter; • Pupil questionnaire; • Newsletters; • Class and School Council |
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Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
Nov 2014	Parents of children with SEND	The parents who responded were very positive about the progress that their child makes	

Part 5 - Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of these decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Sept - Dec 2014	SEND policy	SEND Reform 2014	SEND information reported on website; Staff and governors

			training/information; SEND information evening for parents; Structured conversations to include parents and pupils more effectively; New proformas for children with SEND, including pupil passports, considering individual needs more carefully.
Access Policy	January 15	Equality of access to the school site and all areas of the curriculum.	No changes required
Child Protection	April 15-16	Ensure that all staff have the relevant training, so that all children will receive a similar response when speaking to an adult about an area of concern.	Prevent training delivered to all staff.
Mutual Respect	April 13-16	Ensure that all staff are treated professionally and equally.	
Charging and remissions	March 15-16	Equal access for all children to educational visits, regardless of parents financial situation.	Charges to pupil premium children for extra-curricular visits are subsidised.

Part 6 - Our equality objectives

Objective	How?	Success Criteria
To close the gap between all groups of vulnerable children and the rest of the cohort.	Regular pupil progress meetings. Targeted support in class and through interventions	Any gap will be reduced by 50% over the next year.
To continue to improve attendance, particularly of FSM children	Rigorous monitoring, follow-up and support from the Learning Mentor. Weekly attendance rewards: attendance lottery and class biscuits.	Attendance of FSM children to be 96.5% or above.
To reduce the gender gap	Boy-friendly topics.	Any gaps across the Early

at FS2.	Increased cross-curricular reading/writing opportunities Open mornings for parents to demonstrate phonics teaching.	Learning Goals are reduced by 30%.
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