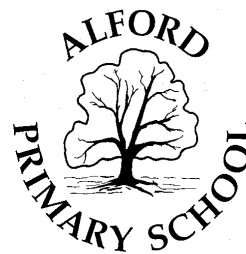


Alford Primary School
Equality Information and Statement
2015/2016



Date of last Review	Signature
Autumn 2015	
Autumn 2016	
Autumn 2017	

This document should be read alongside the Equality Policy.

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; and
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Alford 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
 - Other vulnerabilities
- 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 their full potential**

Our values, visions and aims are:

Values	Vision	Aims
Safety	A school where everyone is safe and free from danger.	<p>To provide a safe and secure environment.</p> <p>To protect children from exposure to bullying.</p> <p>To educate children about staying safe.</p>
Equality	A school where everyone is treated equally regardless of culture, race, faith, gender or ability.	<p>To encourage an awareness of and respect for others.</p> <p>To provide equal opportunities for all.</p>
Healthy Lifestyle	A school where everyone understands and makes healthy lifestyle choices.	<p>To encourage children to eat healthy meals and snacks.</p> <p>To provide opportunities for children to take part in physical activities both within and outside the school day.</p> <p>To educate children on the benefits of a healthy lifestyle e.g. balanced diet, exercise, dangers of smoking and drug abuse.</p>
Enjoyment	A school where children enjoy learning and participating in the wider aspects of school life.	<p>To provide a happy, caring environment in which children feel secure, valued, supported and respected.</p> <p>To provide a balanced and varied curriculum, meeting all learning styles.</p> <p>To provide a wide range of extra-curricular activities.</p>
Successful Learners	A school where children reach their full potential in all aspects of school life, and make at least good progress from their starting points.	<p>To provide high quality teaching and a differentiated curriculum which meets the needs of all children.</p> <p>To develop confident, creative and independent learners.</p> <p>To promote high standards of achievement.</p> <p>To monitor progress to support learning.</p>
Personal and Social Development	A school where all individuals are respected and develop a strong sense of self-identity.	<p>To encourage all children to develop confidence and self-esteem.</p> <p>To teach children to manage their feelings using appropriate strategies.</p> <p>To encourage children to be enterprising and handle risk, knowing when to be independent and when to seek advice.</p>

		<p>To encourage children to form positive relationships.</p> <p>To develop understanding of the rights of others and personal responsibilities.</p>
Pupil Voice	A school where children's views and opinions are listened to and valued.	<p>To have an active school council involved in decision making.</p> <p>To promote pupil support through peer mediation.</p> <p>To encourage children to voice opinions and give feedback on teaching and learning.</p>
Community Contribution	A school that makes positive contributions to the local, national and global communities.	<p>To encourage all children to make a positive contribution to the school community.</p> <p>To develop awareness of local and wider communities and our role within them.</p> <p>To teach children to understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</p> <p>To develop understanding of national and global issues, responding positively to the needs of others.</p>
Partnerships	A school that works closely with parents, guardians, governors and other schools.	<p>To communicate with parents and have an open door policy.</p> <p>To work closely with parents for the benefit of the children.</p> <p>To support and encourage an active friends of the School.</p> <p>To have an active governing body.</p> <p>To liaise with and develop links with other schools.</p>
Preparation for the future	A school where children are prepared for the next stage in education and life.	<p>To provide children with the knowledge, skills and understanding needed to make successful transitions.</p> <p>To help children make informed decisions.</p> <p>To raise children's awareness and aspirations regarding future education and job opportunities in the future.</p>

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.

Information about the pupil population

Number of pupils on roll at the school: 360 (November 2015. Contact the Office for up to date figures)

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

Ethnicity

The main ethnic categories in the school are: **Religion and belief**

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:

Gender

Last Updated Nov 2015	School	School%	National (2013)
Number on roll	360		N/A
Girls	185	51%	49%
Boys	175	49%	51%

Pupils from low income households – CURRENTLY CLAIMING FREE SCHOOL MEALS

Data – November 2015.

	Total	Percentage of school population
Number of pupils currently eligible for free school meals	93	26%

Pupils from low income households – DISADVANTAGED PUPILS (FSM+E6)

Data – November 2015.

	Total	Percentage of school population
Number of disadvantaged pupils	142	39%

Service Children

Data – November 2015.

	Total	Percentage of school population
Number of Service pupils	1	0.3%

Looked After Children

Data – November 2015.

We are aware of the difficulties which may face children who are looked after and we support them in a number of ways, including emotional and learning support.

	Total	Percentage of school population
Number of Looked After Children (LAC) or Adopted (AFC)	11	3%

Pupil with Special Educational Needs (SEN)

Data – November 2015.

Group	Number	%
Total SEND pupils	59	16%
Total No SEND Pupils	301	84%

	School Current	School Current %
SEND	54	15%
SEND: Statement/Education, Health and Care (EHC) Plan	5	1%

Yr Groups	EYFS	1	2	3	4	5	6
School Support (Not SEND but vulnerable and receiving support)	-	13	11	10	9	3	6
SEND	5	7	5	8	6	13	10
Statement/Education, Health and Care (EHC) Plan	0	0	1	0	2	1	1

Other Groups

	Total	National (Data from DfE Statistical First Release 2014)
% of pupils from minority ethnic groups	3	29.5
% of pupils first language not / believed not to be English	2.2	18.7

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 we provide counselling for using the Jigsaw Counselling service.

We refer to our Parent Support Advisor (PSA), children whose parents or carers may be in need of support and early intervention.

Our full-time Learning Mentor provides support for children with emotional difficulties and addresses issues to do with attendance with parents and children.

There are a number of children with severe and complex needs, including autistic spectrum disorder, global delay and severe speech and language difficulties. These children are supported by all staff and outside agencies, coordinated by the SENDCo.

General Equality Duties

As detailed in the introduction, the general equality duty has **three** elements to which schools must have due regard:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it. Further defined as having due regard to the need to: a) Remove or minimise disadvantages b) Take steps to meet different needs c) Encourage participation when it is disproportionately low.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

	How do we comply?	What Next?
Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.	<ul style="list-style-type: none"> • Related policies recently updated and a cycle of renewal in place to ensure rigour and compliance. • Accessibility plan for the disabled. • New SEND policy and Information Report as outlined in the SEN Code of Practice 2014. • Admission arrangements – new arrivals have an induction. • Exclusions are monitored and reported. • Incidents of harassment are recorded. • Staff and governors have regular safeguarding and SEN training. • Complaints procedures are followed. • Non-discriminatory employment practice is adhered to. • There are staff and pupil codes of conduct. • Teaching targets the needs of children and there is training on differentiation and challenge. 	<p>Draft PREVENT policy in the process of being agreed by staff and Governors</p> <p>Mutual respect is a focus for assemblies in Autumn term 2</p> <p>British values display to be completed by staff and children during Autumn term 2</p>

	<ul style="list-style-type: none"> • PREVENT Training completed by all staff 	
<p>Advance equality of opportunity</p>	<ul style="list-style-type: none"> • Class Charters evident. • 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 and parent surveys. • Providing equal access to all areas of the curriculum. • Providing additional support and resources as and when necessary. • Monitoring the attainment and achievement of all pupils by different pupil groups. • Setting targets to improve the attainment and rates of progress of particular learning groups. • Identifying and addressing barriers to the participation of different learning groups 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. • Studying all major religions and beliefs. • Building on children's cultural backgrounds to develop understanding of themselves and others. 	<p>School Council to work with classes on making class rules more prominent</p> <p>Staff and governor questionnaires.</p> <p>Spring term 2016 – Saturday club for parents and children (Being active)</p>
<p>Foster good relations and community cohesion</p>	<ul style="list-style-type: none"> • Ensuring that all ethnicities are made to feel welcome and included. This can include additional support for parents and children. • Peer mediators where children help and support each other. • 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 policies, systems and procedures that promote tolerance and tackle prejudice e.g. Behaviour Policy, Anti-Bullying Policy, E-safety Policy, Child Protection policy. • Monitoring and ensuring equal access to after school clubs to pupils with SEND, if this is deemed beneficial for their well-being. • Following a curriculum that supports pupils to understand, respect and value difference and diversity. • Ensuring that the curriculum challenges racism and stereotypes. • Our curriculum, especially in RE and PSHE, supports pupils to be accepting of one 	<p>More visitors to the school to support curriculum enrichment.</p> <p>Explore the opportunity to visit other places of worship further afield.</p>

	<p>another's lifestyles and beliefs, as well as exploring shared values.</p> <ul style="list-style-type: none"> • Enabling pupils to develop respect for others and helps to challenge prejudice and discrimination. • Holding special assemblies to mark the main religious festivals, events. • Visiting local places of worship, including the church. • Tackling any form of bullying. All referrals recorded and monitored. 	
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Our main equality priorities

- Improving the attendance and punctuality of disadvantaged pupils.
- Closing the achievement and attainment gaps for disadvantaged pupils.
- Compliance with the new SEND Code of Practice.
- Create and embed the use of a new assessment and tracking system to assist in ensuring all children belonging to vulnerable groups make at least expected progress.
- Curriculum development - increase the number of visitors to the school from a range of different cultures and with different beliefs.

Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Objective	School Improvement Plan Long Term Targets and 2015/16 Target Outcomes	How?
To further improve the attendance and punctuality of disadvantaged pupils.	See School Improvement Plan	Robust tracking – early intervention. Learning Mentor. Education Welfare Support when necessary. Rewards – certificates/breakfast.
To close the achievement and attainment gaps for disadvantaged pupils.	See School Improvement Plan	High quality first teaching in classes of 30 or less. Robust tracking. Intervention groups – see Pupil Premium provision grids
To be compliant with the new SEND Code of Practice.	See SEN Policy and Information report	SENDCo leadership. SEND Plans. Updated policy. Professional development. Robust tracking. Involvement of children, parents and other agencies.

<p>To create and embed the use of a new assessment and tracking system to ensure that all children belonging to vulnerable groups make at least expected progress.</p>	<p>See School Improvement Plan & Appraisal targets</p>	<p>Professional development. In School training.</p>