



Long Lane Primary School

Equality information and objectives And Equality Statement

| Date | Description |
|---------------------------------|--------------------------------|
| 28 th September 2016 | Agreed by Full Governing Board |

| | |
|------------------------|----------------|
| Review Schedule | Annually |
| Next Review | September 2017 |

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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 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 Long Lane 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 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

For more information please contact:

Peter Thorne, Headteacher

Tel: 0118 942 7187

Email: headteacher@longlane.w-berks.sch.uk

Shirley Wilkinson, SEN Governor

Tel: 0118 942 7187

Email: swilkinson@longlane.w-berks.sch.uk

Part 1: Information about the pupil population

Number of pupils on roll at the school: **209**

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 pupils with disabilities: see SIMS for current data

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

- Myotonic Dystrophy

Ethnicity

| Categories | | | | |
|-------------------------|-------------------------|-------------|--------------|--------------|
| Main Categories | Micro Categories | Boys | Girls | TOTAL |
| White British | English | 82 | 79 | 161 |
| White Other | Gypsy / Roma | | | |
| | White Eastern European | 1 | | 1 |
| | White Western European | 2 | 3 | 5 |
| | Other White | 1 | 2 | 3 |
| Turkish | Turkish | | | |
| | Turkish Cypriot | | | |
| Kurdish | Kurdish | | | |
| Bangladeshi | Bangladeshi | 1 | 1 | 2 |
| Other Asian & Chinese | African Asian | | | |
| | Indian | 1 | 2 | 3 |
| | Pakistani: Other | 1 | 1 | 2 |
| | Chinese | | | |
| Black Caribbean | Black Caribbean | 1 | 1 | 2 |
| Somali | Somali | | | |
| Other Black African | Ghanaian | | | |
| | Other Black African | | | |
| Black Other | Black European | | | |
| | Black North American | | | |
| | Black Other | | | |
| White & Black Caribbean | White & Black Caribbean | 7 | 3 | 10 |
| Mixed Ethnicity | White & Black African | 1 | 1 | 2 |
| | White & Asian | 1 | 2 | 3 |
| | White & Chinese | | | |
| | White & Other | | | |
| | Asian & Chinese | | | |
| | Asian & Black | | | |
| | Asian & Other | | | |
| | Black and Chinese | | | |
| | Black & Other | 3 | 1 | 4 |
| Chinese & Other | | | | |
| Other | Other | 5 | 1 | 6 |
| | Japanese | | | |
| | Any Other Ethnic Group | | | |
| Unknown | Unknown | | | |
| | Refused to Say | 1 | 4 | 5 |

Religion and belief

| | | | |
|-----------|----|----------------|-----|
| Buddhist | 0 | Sikh | 0 |
| Christian | 84 | No religion | 114 |
| Hindu | 3 | Other religion | 2 |
| Muslim | 4 | Unknown | 1 |

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

| | Boys | Girls | Total | Percentage of school population |
|---|------|-------|-------|---------------------------------|
| Number of pupils currently eligible for free school meals | 6 | 4 | 10 | 4.81% |
| Number of pupils on roll who have been eligible for free school meals in the last six years | 10 | 7 | 17 | 8.17% |

Pupils on roll with SEN Provision

| | Number of pupils | Percentage (%) of school population |
|--|------------------|-------------------------------------|
| SEN Provision – Education, health and care plan (code E) | 1 | 0.4% |
| SEN Provision – Statemented (code S) | 1 | 0.4% |
| SEN Provision – SEN support (code K) | 17 | 8.13% |
| Total number of pupils with SEN (code E, S & K) | 19 | 9.09% |
| No special educational needs (code N) | 190 | 90.91% |

Pupil with English as an additional language (EAL)

| | Boys | Girls | Total | Percentage of school population |
|--|------|-------|-------|---------------------------------|
| Number of pupils who speak English as an additional language | 4 | 7 | 11 | 5.26% |

Looked after children

None

Young carers

None

Other vulnerable groups

None

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:

The following policies and activities show that the school has due regard to the first need of the general duty: 'eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.'

- Record-keeping linked to protected characteristics i.e. SIMS and confidential files
- Related policies, such as Anti-bullying, Behaviour, SEN, Child Protection
- Accessibility plan for the disabled
- Admission arrangements through the West Berkshire Co-ordinated and In Year Admissions Scheme
- Monitoring exclusions
- Relevant staff and governor training or meetings
- Complaints Procedure/Persistent Complaints Procedure and Appeals
- Non-discriminatory employment practice
- Staff and pupil codes of conduct
- See Equality Statement

Disability

Summary information:

We have modified our school building to improve access, including widening doorways, height of door handles, levelling flooring and automatic lighting.

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:

The Operations Committee review the condition of the building in relation to individual needs, through discussion with staff and parents, where relevant.

Foster good relations and community cohesion by:

Links with Purley Park Trust.
Themed Assemblies.
PHSE Scheme – celebrating diversity, looking at diversity and bullying

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

Behaviour and attitude of pupils shows good awareness of a range of similarities and differences.
An audit of displays, reading books and library books will be carried out every 2 years to ensure the school has a good ratio of resources that show a range of disabilities and achievements.

Ethnicity and race (including EAL learners)

Summary information:

When relevant we access the support and resources from West Berkshire EMAS.
13.4% of our pupils are Black Caribbean, Black African Mixed, Asian and Chinese.

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:

Monitoring attainment by ethnicity and set targets to ensure there are no gaps in achievement.
Involve parents in action planning when relevant.

Foster good relations and community cohesion by:

Inviting parents into school to talk about their own beliefs and languages.
We celebrate a range of themed weeks including Black History Month.

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

The number of racist incidents in school is minimal.
We will look at the library books to ensure we have a range of multi cultural books and authors.
An additional question will be included on the annual parent survey relating to ethnicity in order to filter/monitor/check if there are any specific issues relating to that group.

Gender

Summary information:

There are 109 boys and 100 girls in school.
Boys are a vulnerable group compared to girls. They do not make the same progress particularly in Reading and Writing.
The school has 2 male members of staff.
Male and Female sports coaches.

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:

Continue to monitor attainment and setting targets to ensure there are no gaps in achievement.
Involve parents in action planning when relevant.
A girls only football club takes place at lunchtimes run by a male sports coach.

Foster good relations and community cohesion by:

Ensuring all activities are open to boys and girls equally unless there are specific requirements e.g. for tournaments.

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

We will ensure our teaching resources and materials do not reinforce gender stereotyping.

Gender reassignment

Summary information:

To contact outside agencies when appropriate to get expert advice and guidance.
We are aware and sensitive to the needs of various pupils and will respond to their needs as necessary.

We are committed to ensuring that pupils and staff who are undergoing gender reassignment are protected from discrimination and harassment. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

We are aware that emotionally this could be a barrier to learning for some pupils which we will address.

Foster good relations and community cohesion by:

Open communication with relevant parents.

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

We will research possible learning resources for teachers to better their understanding.
We will look at possible books and stories to be shared with children when the time is right.

Religion and belief

Summary information:

The majority of our pupils have no religion. Our next biggest group is Christian. 4.78% of our pupils have other religions which is therefore our minority group.

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:

Foster good relations and community cohesion by:

Taking part in services in our local church.
Holding assemblies led by the local vicar.

Parents are welcomed into school to talk to classes about their beliefs when it arises in the curriculum.

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

The school follows the West Berkshire agreed syllabus which covers all religions in our school.

We will ensure our resources are up to date and cover all aspects of religion.

We will continue with the activities in relation to the local church.

Sexual orientation

Summary information:

To contact outside agencies when appropriate to get expert advice and guidance.

We are aware and sensitive to the needs of various pupils and staff and will respond to their needs as necessary.

On appointment staff complete a 'data collection' sheet which includes sexual orientation.

We are committed to combating discrimination faced by pupils and staff who are lesbian, gay, bisexual and transgendered (LGBT). To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Ensuring that incidents of a homophobic nature are actively discouraged through our code of conduct for staff and pupils.

Updating our SRE Policy which includes age appropriate materials, and staff training on the implementation of the policy.

Foster good relations and community cohesion by:

Open communication with staff, pupils and parents.

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

Monitoring of related incidents.

Use external agency materials within assemblies and displays.

Carry out an audit of resources across the school.

Age

Summary information and data:

Our current staffing age ranges are:

17 – 25 = 0

26 – 34 = 5

35 – 43 = 7

44 – 52 = 15

53 – 61 = 10

62 – 70 = 1

We have encouraged retired WI members to come into school regularly to work with the pupils.

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

Eliminate unlawful discrimination by:

All recruitment is an open and inclusive process (external and internal) regardless of race, sex or special educational needs.

We adhere to the West Berkshire policy and procedures relating to employment, redundancy and retirement.

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

We will continue with current arrangements as we show equal opportunity for all ages.

Grandparents are invited into school to tell children about their experiences for example during WW2 as part of their history topic.

We are planning a Family learning week and will encourage grandparents to join in too.

Marriage and civil partnership

Summary information and data:

Our staff consist of:

Married = 27

Single = 3

Divorced = 6

Civil Partnership = 1

Widowed = 1

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:

Eliminate unlawful discrimination by:

All recruitment is an open and inclusive process (external and internal) regardless of marital status. Marital status does not contribute to the selection process.

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

We will use external agency materials and resources in the staffroom and across the school.

Part 3: 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:

- Parental Surveys
- Governor Surgeries
- Governor Meetings
- School Council Meetings
- Parent Information Evenings
- Linked Governor Visits
- Letters to Parents

Record of consultation and engagement

| Date | Who we consulted | Summary | Action taken |
|-------------------------------|--|---|---|
| 27/03/2014 | Governors' Curriculum Committee Meeting | Headteacher, Committee member and PHSE co-ord reported back following training on Sex Education | School policy updated |
| 14/05/2014 | Full Governors' Meeting | Headteacher and Deputy shared draft policy. | Headteacher to write to parents and set up meeting/ |
| 20/06/2014 | PSHE Policy including Sex and Relationships Policy sent home to parents. | Parents received email and paper copy of policy. | Parents invited to send in questions ready for open meeting. |
| 26/06/2014 | Curriculum Evening for Parents | HT gave talk outlining the new approach as per the policy and answered questions. | Successful meeting with parents. |
| 02/07/2014 + 09/07/2014 | SEN Governor Meetings | To draw up our Equality Information and Objectives | |
| 16/07/2014 | Full Governor's meeting | SEN governor and Head presented Equality Information and Objectives and Equality Statement and answered questions from Governors. | Equality Information and Objectives and Equality Statement were approved for publication with the addition of the British Values statement. |
| 15/07/2015 | Full Governor's meeting | SEN governor update included reference to new library books that had been purchased. | Stonewall's book shortlist consulted with a view to purchasing extra book relating to sexual orientation. |

| | | | |
|------------|------------------------------|--|--|
| 03/03/2016 | Curriculum Committee Meeting | | PSHE and C Policy including SRE Policy reviewed and agreed |
| 28/09/2016 | Full Governor's meeting | Equality Information and Objectives updated and presented to governors | Equality Information and Objectives |

Part 4: 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.

Equality objective 1:

Monitor the attainment of vulnerable groups closely and intervene promptly when required. Track and support pupil premium pupils to ensure they make equal progress.

Progress we are making on this objective:

Our end of Key Stage 2 results and our internal data showed that last academic year we were successful in closing the gap in attainment and progress. Our Ofsted inspection, March 2015, highlighted that *“Additional funding is used to good effect to support disadvantaged pupils and ensure that all pupils have an equal opportunity to succeed. As a result, disadvantaged pupils make good progress during their time at school.”* Our next step is to focus on other vulnerable groups within school.

Part 5: Equality Statement

We are committed to securing genuine equality of opportunity in all aspects of our activities as an employer and education provider.

Regardless of race, sex or special educational needs we will:

- Respect the equal human rights of all our pupils and educate them about equality
- Respect the equal rights of our staff and other members of the school community
- Comply with relevant legislation in relation to race, disability and gender equality (see Accessibility Plan)

Responsibilities

The governors are responsible for:

- Making sure the school complies with the relevant equality legislation
- Ensuring that the school Equality Statement and its procedures are followed

The headteacher is responsible for:

- Making sure the school Equality Statement and its procedures are followed
- Making sure all staff know their responsibilities and receive training and support
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability
- Dealing with reports of hate-incidents

All staff are responsible for:

- Dealing with racist, homophobic and other hate-incidents
- Recognising and tackling bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- Keeping up to date with the law on discrimination
- Taking up training and learning opportunities

In compliance with the Equalities Act 2010 we monitor the attainment of vulnerable groups closely and intervene promptly when required. We track and support pupil premium pupils to ensure they make equal progress.

All visitors and contractors will be expected to comply with and follow our Equality Statement.

TEACHING BRITISH VALUES

Promoting British Values at Long Lane Primary School

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. At Long Lane Primary School these values are reinforced regularly and in the following ways:

Democracy:

Democracy is widespread throughout the school. Pupils have the opportunity to have their voices heard through our School Council, House Captains, Sports Ambassadors, Pupil voice conferences and Pupil questionnaires. Elections for School Council representatives are undertaken in each class. Children are always able to voice their opinions and we foster an environment where children are safe to disagree with each other.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. The school’s behaviour philosophy has at its core the principle of making the correct choices in life and our Golden Rules and Behaviour Policy is derived from the key value of keeping to rules. Through this our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around our Values such as ‘Respect’, and pupils are part of discussions and assemblies related to what this means and how it is shown. The school promotes respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.