

## EQUALITY DUTIES FOR SCHOOLS



The Equality Act 2010 replaces all of the previous anti-discrimination acts and regulations which went before it and brings all of the requirements together in one place.

**Under this Act schools have two duties**

**Schools have a general duty to**

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

**They also have a specific duty**

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

**The following are protected characteristics**

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

## **Pilgrims' Way School Statement on Equality**

Pilgrims' Way School is committed to equality both as an employer and a service-provider. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

### **We are committed to**

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which 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.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

**Please also see our Accessibility Plan which can be found here (add link)**

## Part 1: Information

### Pupil population (27/09/17)

Year	Nursery 1	Nursery 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	7	Total
Girls	1 20.0%	9 40.91%	17 56.67%	11 36.67%	13 43.33%	12 40.0%	14 48.28%	16 53.33%	23 76.67%	0 0%	116 49.15%
Boys	4 80.0%	13 59.09%	13 43.33%	19 63.33%	17 56.67%	18 60.0%	15 51.72%	14 46.67%	7 23.33%	0 0%	120 50.85%
Any Other Ethnic Group	0 0.0%	0 0.0%	3 10.0%	3 10.0%	0 0.0%	1 3.33%	3 10.34%	1 3.33%	2 6.67%	0 0%	13 5.51%
Traveller of Irish Heritage	0 0.0%	1 4.55%	1 3.33%	0 0.0%	2 6.67%	1 3.33%	0 0.0%	0 0.0%	0 0.0%	0 0%	5 2.12%
Other Ethnic Group	0 0.0%	1 4.55%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0%	1 0.42%
Any Other Black Background	0 0.0%	1 4.55%	0 0.0%	0 0.0%	1 3.33%	1 3.33%	2 6.9%	2 6.67%	3 10.0%	0 0%	10 4.24%
Other Black African	1 20.0%	2 9.09%	1 3.33%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0%	4 1.69%
Any Other Mixed Background	0 0.0%	2 9.09%	1 3.33%	0 0.0%	3 10.0%	2 6.67%	1 3.45%	1 3.33%	1 3.33%	0 0%	11 4.66%
White British	0 0.0%	2 9.09%	4 13.33%	7 23.33%	3 10.0%	3 10.0%	4 13.79%	6 20.0%	2 6.67%	0 0%	31 13.14%
Any Other White Background	0 0.0%	1 4.55%	6 20.0%	2 6.67%	1 3.33%	4 13.33%	3 10.34%	7 23.33%	3 10.0%	0 0%	27 11.44%
Black African	1 20.0%	2 9.09%	9 30.0%	14 46.67%	14 46.67%	9 30.0%	8 27.59%	6 20.0%	11 36.67%	0 0%	74 31.36%
Information Not Yet Obtained	1 20.0%	2 9.09%	0 0.0%	0 0.0%	0 0.0%	1 3.33%	0 0.0%	0 0.0%	2 6.67%	0 0%	6 2.54%
White and Black Caribbean	0 0.0%	1 4.55%	0 0.0%	1 3.33%	3 10.0%	2 6.67%	2 6.9%	1 3.33%	1 3.33%	0 0%	11 4.66%
Black Ghanaian	1 20.0%	1 4.55%	1 3.33%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0%	3 1.27%
Any Other Asian Background	0 0.0%	1 4.55%	0 0.0%	0 0.0%	0 0.0%	2 6.67%	0 0.0%	1 3.33%	0 0.0%	0 0%	4 1.69%

Year	Nursery 1	Nursery 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	7	Total
White and Black African	0 0.0%	0 0.0%	0 0.0%	1 3.33%	0 0.0%	0 0.0%	3 10.34%	2 6.67%	2 6.67%	0 0%	8 3.39%
Black Caribbean	0 0.0%	1 4.55%	2 6.67%	1 3.33%	2 6.67%	1 3.33%	2 6.9%	2 6.67%	2 6.67%	0 0%	13 5.51%
Bangladeshi	1 20.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 3.33%	0 0.0%	0 0%	2 0.85%
Refused	0 0.0%	0 0.0%	1 3.33%	0 0.0%	0 0.0%	2 6.67%	0 0.0%	0 0.0%	1 3.33%	0 0%	4 1.69%
Chinese	0 0.0%	0 0.0%	0 0.0%	1 3.33%	1 3.33%	1 3.33%	1 3.45%	0 0.0%	0 0.0%	0 0%	4 1.69%
Black Nigerian	0 0.0%	4 18.18%	1 3.33%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0%	5 2.12%
Total number of students in year group	5	22	30	30	30	30	29	30	30	0	236

Pupils on the SEN Register 14%	14%
Pupils not on the SEN register 86%	86%

**Prejudice related incidents and bullying**  
None

**Exclusions**  
None

## **Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships**

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

### **Training**

Training is available for all members of staff.

### **Record keeping and monitoring**

We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We keep a record of prejudice related incidents and bullying.

We keep a record of exclusions

### **Policies which particularly contribute to the promotion of equality**

School Behaviour Policy

Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)

Special Educational Needs Information Statement

Complaints Procedure - sets out how we deal with complaints relating to our school.

Staff discipline and grievance

ICT & Online safety Policy

Teaching and Learning Policy

Relationship and Sex Education Policy

PHSE and Wellbeing Policy

### **Curriculum**

- Is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.
- Includes a broad range of areas of study within Citizenship, PSHE, to eliminate discrimination, harassment and victimisation. Examples can be found in the PSHE scheme of works.
- Encourages children to think about the world in which they live and to broaden their understanding of others' beliefs, cultures and faiths. Examples are available in the RE scheme of works.
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced in whole school assemblies.
- Makes use of resources which challenge stereotypes. Examples include a variety of books available within school to deal with issues that surround stereotyping.

### **Engagement/consultation**

- We have a vibrant School Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being
- We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the school difficult. This is evidenced by parent workshops and regular newsletters.

## Disability

We are committed to working for the equality of people with disabilities

Please see Accessibility Plan, SEN Information statement and policy for supporting children with medical needs (insert hyperlinks)

## Data summary of achievement and progress of pupils with SEND and those without

SEN vs NSEN data as at End of Summer Term 2017												
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	% average attainment at or above expected in RWM	% good or above progress	% average attainment at or above expected in RWM	% good or above progress	% average attainment at or above expected in RWM	% good or above progress	% average attainment at or above expected in RWM	% good or above progress	% average attainment at or above expected in RWM	% good or above progress	% average attainment at or above expected	% good or above progress
SEN	40%	88%	50%	100%	33%	89%	20%	93%	0	52%	30%	83%
NSEN	84%	89%	77%	88%	77%	91%	65%	93%	70%	91%	84%	98%

### PROGRESS EXPECT 3.0

	Reading	Writing	Maths	ALL
SEN	3.2	3.4	3.3	3.3
Non SEN	2.9	3.1	3.1	3.0

## Data on participation in after school clubs

After School Club	On the SEN register	Not on the SEN register
Film Club	7%	93%
KS1 Football	9%	91%
KS2 Football	15%	85%
KS2 Jewellery	0%	100%
KS2 Dance	8%	92%
ASC	19%	81%

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

We support learners with disabilities by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

Children with disabilities are supported and enabled to take part in all school events, trips and sports days.

We use assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. Paralympians.

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils with disabilities 'generally'. All rooms are accessible to wheelchair users and walkers.

**KS1 & KS2**

**PROGRESS EXPECT 3.0**

	Reading	Writing	Maths	ALL
EAL	3.0	3.3	3.1	3.1
Non EAL	3.0	3.0	3.1	3.0

**KS1 & KS2**

**Highest %  
Ethnicity**

**PROGRESS EXPECT 3.0**

	R	W	M	ALL
All	3.0	3.2	3.1	3.1
Black African	3.1	3.4	3.3	3.2
Black Caribbean	2.3	2.7	3.1	2.7
White British	2.9	3.1	3.2	3.1

### **Ethnicity and race (including EAL learners)**

We are committed to working for the equality of people from different ethnic and racial backgrounds

### **Summary data on achievement and progress at EYFS, KS1 and KS2 of pupils by ethnic group**

Whole School % Making Good Progress

	R	W	M	ALL
All	87%	89%	95%	91%
EAL	91%	89%	96%	92%
Non EAL	83%	89%	95%	89%

## Data on participation in after school clubs

<b>Ethnicity</b>	<b>Film Club</b>	<b>KS1 Football</b>	<b>KS2 Football</b>	<b>KS2 Jewellery</b>	<b>Street Dance</b>	<b>ASC</b>
<b>Any Other Black Background</b>	<b>33%</b>		<b>5%</b>	<b>10%</b>	<b>8%</b>	<b>6%</b>
<b>Black African</b>	<b>47%</b>	<b>64%</b>	<b>20%</b>	<b>10%</b>	<b>34%</b>	<b>31%</b>
<b>White and Black Caribbean</b>	<b>13%</b>		<b>5%</b>	<b>20%</b>		<b>6%</b>
<b>White British</b>	<b>7%</b>	<b>14%</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>19%</b>
<b>Any Other Mixed Background</b>	<b>0%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Any Other White Background</b>	<b>0%</b>	<b>9%</b>	<b>15%</b>	<b>20%</b>	<b>17%</b>	<b>0%</b>
<b>Black Caribbean</b>	<b>0%</b>	<b>9%</b>	<b>10%</b>			<b>13%</b>
<b>Information Not Yet Obtained</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>	<b>6%</b>
<b>Refused</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Traveller of Irish Heritage</b>	<b>0%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>White and Black African</b>	<b>0%</b>	<b>0%</b>	<b>15%</b>	<b>0%</b>	<b>0%</b>	<b>19%</b>
<b>Any Other Ethnic Group</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>
<b>Black Ghanaian</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>8%</b>	<b>0%</b>
<b>White and Black African</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>8%</b>	<b>0%</b>



## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

The school identifies any achievement gaps and steps are taken to address barriers to learning.

We have many special events including international days, class assemblies, school productions, parent teas and sports days, which help to promote community cohesion and pupil's understanding of different cultures and ethnic backgrounds. The school promotes visits to local places of interest and worship including temples, mosques, churches and synagogues.

The curriculum supports all pupils to understand, respect and value difference and diversity and ensure that the curriculum challenges racism and stereotypes. In PSHE we focus on tolerance, diversity, celebrating differences, cultures, traditions and values.

## Gender

### Summary data on achievement and progress for KS1 & KS2 of pupils by gender

#### PROGRESS EXPECT 3.0

	R	W	M	ALL	PUPILS
All	3.0	3.2	3.1	3.1	173
Boys	3.1	3.4	3.1	3.2	77
Girls	2.9	3.0	3.1	3.0	91

	Reading	Writing	Maths	ALL	PUPILS
All	87%	89%	95%	91%	173
Boys	88%	92%	97%	93%	77
Girls	86%	86%	93%	88%	91

### Data on participation in after school clubs

After School Club	Male %	Female %	Number of children
Film Club	33%	67%	15
KS1 Football	82%	18%	22
KS2 Football	95%	5%	20
KS2 Jewellery	0%	100%	10
KS2 Street Dance	8%	92%	12
After School Club (3:30pm-6:00pm)	50%	50%	16

### What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships

There are targets to improve the attainment and rates of progress of particular groups of boys and girls.

Monitoring is in place and steps are taken to address barriers to the participation of boys and girls in after school activities.

We have a curriculum that interests both boys and girls.

There are initiatives to encourage dads/male carers to come into school.

Throughout the school there are many things done to include positive, non stereotypical images of men and women and girls and boys. This is done across the curriculum, through class assemblies, class visits and by inviting outside agencies in to the school.

We have a uniform policy

## **Religion and belief**

At Pilgrims' Way School we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

The curriculum supports pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society. The PSHE curriculum covers diversity, tolerance of different values and encourages children to feel confident in who they are. The school promotes inclusion for all our faith groups in all parts of the curriculum through visits to local places of worship and opportunities to engage with different religious and spiritual communities around us (e.g. our local mosque, church and temple).

The school involves parents and families in celebrations based on the different religions. These have included special assemblies, displays, talks and sharing experiences and customs around significant festivals.

## **Sexual identity and orientation**

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

We use the teaching and learning curriculum resources to provide positive examples as well as images of differing:

- family set-ups eg same sex parents
- sexual orientation
- gender identity

The PSHE curriculum supports all pupils to understand, respect and value differences in sexual orientation, gender identity and non traditional family structures and challenges stereotypes and discrimination.

The school works to eliminate homophobic, bi-phobic and transphobic bullying/harassment/name calling on the basis of sexual identity and orientation through the PSHE curriculum and workshops.

We have a non gender specific uniform policy.

### **Part 3: Our equality objectives**

The Equality Act 2010 requires us to publish specific, achievable and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed 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

**Close the gap between writing and reading across the school. At present, children are achieving higher in writing.**

#### Success criteria

**The attainment for reading will fall in line for that in writing. This will start to become evident by the March data collection.**

#### Key Actions

**The key actions to achieve this objective I will be to continue with the reading in the city program where children travel to a city law firm to share and discuss books, children who find reading challenging will be placed on reading interventions (additional to the reading that takes place in their class), a book week will take place in March; most importantly, as of September 2017, we have changed the teaching of reading for years 4, 5 and 6 so that we focus more upon comprehension skills.**

#### Equality Objective 2

**In two cohorts (year 4 and 5), the attainment of disadvantaged pupils is behind the children who have not been identified as disadvantaged. Our objective is to close this gap.**

#### Success criteria

**The attainment for disadvantage children will fall in line with those children who have not been identified as disadvantaged. This will start to become evident by the March data collection.**

#### Key Actions

**In the identified year groups, interventions will be put in place in reading, writing and maths (as necessary) for those children identified as disadvantaged.**

#### Equality Objective 3

**To begin target obesity in school.**

#### Success Criteria

**To see more children, identified by the school nurse as overweight, engaging in lunchtime fitness clubs and after school sports clubs.**

#### Key Actions

**Sport's lead to encourage all children to attend football, dance and rugby clubs. Sport's lead to introduce the 'weekly mile' and lunchtime fitness club for all children. Invite parents to a healthy weight clinic.**