Public Sector Equality Duty at Elmhurst Primary

Welcome to Equalities at Elmhurst Primary School. You will find here information about how the school ensures it meets its Specific Equalities Duties (These are things our school **must** do).

The **Public Sector Equality Duty** requires our school to publish information about Equalities.

The **Equality Act 2010** clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also 2 other protected characteristic that schools do not have a direct duty.
- Age
- Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that schools aim to achieve)

General Duties
The three aims of the Public Sector Equality Duty are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Foster good relations between people who share a protected characteristic and those who do not.

<u>**Specific Duties**</u>

<u>1, Publish information</u>
- **You will find here information about our school community**

<u>**2. Equality Objective – Action Plan**</u>
- **Equality Objectives – Actions we will take after careful thought (analysis)**

All the information and analysis will be from school improvement plans, evaluations and student data – we intend to use the information to improve education for all groups in the school. We want to make we know which pupils are doing well and less well so we can plan to improve.

A lot of this information is already being used by the school to develop and become better at making we are doing well for all our students. Some of the information may show us that we could be doing better. We will use information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives which you will find also published here.

This information is meant to be clear and simple. If you have any problem with the way we have written it and can think of a way we can make the information clearer please let us know. You may contact Jane Nash (AHT Inclusion)

You will find all the information on the school website it is called Equalities.

The person you need to contact if you are interested in helping us with our equalities or you can see something that can be improved is Jane Nash.

We would like to hear from you.

Elmhurst Primary School Equalities Information and Analysis

<u>Section 1. Who Comes to Our School?</u>

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

Gender	Girls	374
	Boys	463
Ethnicity	White British	5
	Other White and European	25
	Mixed Heritage	8
	Black - Caribbean Heritage	2
	Black- African Heritage	86
	Black - Other	14
	Asian - Indian	226
	Asian - Pakistani	191
	Asian - Bangladeshi	191
	Asian - Any Other Asian Background	3
	Chinese	0
	Any other minority ethnic group	5
	Eligible	255
Religion/Belief	Buddhist/Taoist	2
	Christian	51
	Hindu	109
	Jewish	0
	Muslim	709
	Sikh	17
	Other	4
	Refused	0
	No Religion	5
Special Needs	School Action	45
	School Action Plus	35
	Statemented	3
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	5
	Behaviour, Emotional & Social Difficulties	0
	Hearing Impairment	3
	Moderate Learning Difficulty	25
	Visual Impairment	0
	Multisensory Impairment	0
	Physical Disability	2
	Profound & Multiple Learning Difficulty	1
	Speech Language & Communication Need	35
	Specific Learning Difficulty	4
	Severe Learning Difficulty	5
	Other Difficulty/Disability	0

Analysis of the school population:

Elmhurst is a very large ethnically diverse school with an intake which includes high deprivation levels and over 98% pupils whose first language is not English; pupils start school well below age related expectations (see Raise Online & nursery on entry data).The school successfully compensates and closes the gap for all pupils by the end of KS2 with pupils performing better than the top 10% for similar schools, exceeding national expectations in writing and maths in KS1 and KS2. Reading is a particular strength in KS1 through the rigorous teaching of a synthetic phonic scheme. Distinctive features of our school include the huge drive on improving core skills and developing confidence, particularly in literacy. All the intervention programmes for supporting individual progress are extensive and highly successive- **no child slips through the net**. This is counterbalanced by delivering an ambitiously rich curriculum and providing exceptional resources including significant improvements to the outdoor provision and fabric of the building.

Comparisons to National data: (see Raise on line)

Our results show that :
By the end of Key stage 2 there are no sizeable underperforming groups.
 Boys in our school are above the national average in all areas.
Our EAL pupils are achieving well.
Our SEN children at school action are above national in maths.

Attendance

	School As in Census Autumn 2011		
	Number	%	Analysis/comments:
Authorised	2471	2.4	
Unauthorised	375	.37	
Persistent Absence	0%		
Overall attendance 2010/11		96.6%	

Things we do well:

Attendance is 96.6% for 2010/2011, well above national levels.
Our attendance is the highest in Newham for the non church schools, due to very robust strategies to counteract challenges

Things we would like to improve:
To continue using robust strategies to improve our attendance e.g meeting with parents.

Section 2. Advance Equality of Opportunity Between People who share a protected characteristic and those who do not.

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Attainment and Progress Data

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2)

APS for pupil groups at the end of KS2 for 2009-2011

	2009		2010		2011	
	Above nat	**Below nat**	**Above nat**	**Below nat**	**Above nat**	**Below nat**
Sizeable groups (English)	FSM EAL Indian Bangladeshi	None recorded	Boys Girls FSM Non FSM	AOEG	Boys FSM EAL Bangladeshi	None recorded

			E 1st L EAL SEN SA SEN SA+ Indian Pakistani Bangladeshi Black African			
Sizeable groups (Maths)	Boys Girls FSM Non FSM E 1st L EAL Indian Pakistani Bangladeshi	None recorded	Boys Girls FSM Non FSM E 1st L EAL SEN SA SEN SA+ Indian Pakistani Bangladeshi Black African AOEG	SEN SA+	Boys Girls FSM Non FSM EAL SEN SA Indian Pakistani Bangladeshi Black African AOEG	None recorded

Sizeable = more than 5 pupils and accounts for at least 20% of cohort. In very large schools a large number of pupils even though may be less than 20% of cohort. Groups within 1 APS above or below national are not recorded on this table

Analysis/comments:

There are were no sizeable groups which were achieving below the national average in English or maths in 2011. Several groups (Boys, girls , EAL, FSM were achieving above the national average in at English, maths or both).

Value Added data (see RAisonLine 2011)

In 'Progress Measures Value Added' (which shows progress between KS1 and KS2) Bangladeshi and Indian pupils are significantly above the national.

All of the following groups are above the national after value added:
Boys, girls, FSM and EAL.

(see attached tables from RaiseOn Line)

3 areas school has developed: • Increased our 1:1 tuition in order that more pupils are benefitting from this approach. • Increased our catch up programme to include maths • Provided language groups for KS1 and KS2 children. • Improved provision in literacy for boys. • Use of our 'multimodal'scheme to support EAL pupils in literacy.
Areas we would like to improve:

- To provide catch up for maths as well as literacy in the Reception classes
- To build a new wing to include two new classrooms and a mobility room to benefit children with SEN. (building to start Easter 2012)
- To continue tracking our children with protected characteristics in order to target our teaching and to continue improving relationships in the school.

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	Increased 1:1 tuition and catch up for those falling behind.
Admissions and Transfer:	We have an inclusive policy in our school. We make adjustments for all children with protected characteristics, in order that children's needs are met and their learning is well being supported.
Participation :	*Inclusion of children with SEN on the school council.*

Analysis/comments:

Areas school has developed:
- Use of positive images throughout the school to represent our community e.g disability, race, religion and gender
- Celebration of all religions through celebration assemblies and hosting (and winning) the Newham RE week event.
- Accessible classrooms and work spaces.

Areas we would like to improve:
- To include parents from a variety of cultures in projects such as our up and coming international evening.
- Special arts events to promote the inclusion of children with SEN.

Section 3. Foster Good Relations Between People who share a protected characteristic and those who do not.

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	Buddy systems and welcome packs School counsellor
Pupil Voice:	School council meet regularly with the head teacher
Positive Imagery:	Improving our images of children around the school and in our literature, brochures etc to reflect all of our children.
Community Links:	Visits to local places of worship. Our building is open at the weekend for community activities. Links with Stratford Circus and the Schools Shakespeare Festival.
Cultural ideas, Religion and Belief	Inclusion in the Newham RE project. RE week to include visits to different places of worship.
Removing Barriers and Reasonable Adjustments:	All new buildings are accessible with lift and fully accessible toilet. New mobility room built in January 2017.
Partnerships with Parents:	Regular parent workshops and reading morning on Thursdays Parent baking group Parent reading partners Parent volunteers Parent fundraising group and 'Friends of Elmhurst'

Section 3. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality Act 2010

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	**No exclusions**
Victimisation and Discrimination:	Any incidents are recorded and dealt with immediately by the senior leadership team.

Monitoring of incidents:	Any incidents are recorded and reported to the borough.
Anti Bullying and Harassment:	We have an anti-bullying policy. We will directly challenge the use of racist, homophobic, or sexist language.

Analysis/comments:

Things school has developed:
- Anti bullying policy now includes 'cyber bullying'.
- Continuing to make the building physically accessible and supportive of all types of SEN.

Things we would like to improve:
- To continue developing this policy and updating the actions.
- To continue improving systems of monitoring incidents of discrimination.
- To continue to challenge the use of racist, homophobic or sexist language.

Reviewed January 2017

Section 5. **Participation, Engagement and Satisfaction with our Equalities Practices**

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
School Council:	Discussions in school and class councils and regular feed back to the head teacher.
Pupil voice:	Children hold regular class councils which are fed back to school council. Children are consulted during all work monitoring.
Parents/Carers /Guardians:	*Parent views have been sought at every opportunity. This policy will be available for consultation at the next parents evening. We conduct regular parent questionnaires.*
Staff:	Staff audits and staff meetings. Working parties for policies.
Local community:	Invited to comment on this policy. Published on the website.
Governors:	Presented to the governors and their views sought. Working parties have been involved in writing elements of this policy.
Satisfaction with out service:	

Workforce – staffing and training
We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors. For schools with more than 150 staff there is a duty towards protected characteristic age as an employer.

We currently employ less than 150 staff.

Having scrutinised the workforce census the leadership team and governors are committed to the following areas.

Area of focus	Significant information that we can address for following year
Promoting opportunity	Training for staff on positive role models
Fostering good relations	Raising awareness through training
Prohibiting harassment	Offering support to staff to positively challenge discrimination where necessary.

This information was ratified by the governors on 8th July 2017

Our school information will be reviewed on 8th July 2018