

# **Elmhurst Primary School - Public Sector Equality Duty (PSED)**

**Date: January 2023**

The Equality Act 2010 clearly states that the following groups must be taken into account.

People identified in these groups are considered to have a protected characteristic :

- Disability
- Sex
- Race
- Pregnancy & Maternity
- Religion or Belief
- Sexual Orientation
- Gender re- assignment

(Although there are two other protected characteristics - Age & Marriage & Civil partnership; schools do not have a duty to publish this information)

At Elmhurst we must ensure that groups that have a protected characteristic are taken into account when publishing information, but no one characteristic has priority over another and we must make sure that when we take action to support people with a protected characteristic, this does not have a negative impact on those with a different characteristic, thus ensuring impartiality. The Equality Act explains that we must advance equality by removing or minimising disadvantages due to protected characteristics.

The Public Sector Equality Duty (PSED) requires our school to publish information about our school and how we plan and act upon different characteristics of our school. This is called Equalities and here you will find information about how we ensure Elmhurst meets its specific equalities duties. The specific duties are what the school must do.

The information that we publish and analyse must be clearly linked to our three aims (General Duties) of our PSED. The general duties are the things our school is aiming to achieve:

### **General Duties (1):**

The three aims of the Public Sector Equalities 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.

### **Working definitions:**

Discrimination is treating an individual, or a particular group of people less favourably because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic. It can be direct or indirect.

Direct discrimination by association- Equality Act protects people who experience discrimination because they associate with someone who possesses a protected characteristic eg turning down a promotion because they care for an elderly/disabled relative.

Direct discrimination by perception-discrimination because others think they possess a particular protected characteristic eg Refusing promotion because perception is that they are older than they are or think they are gay.

An example of indirect discrimination is a rule that does not allow children to cover their heads but this could indirectly discriminate against people whose religious beliefs require them to cover their heads.

Harassment-unwanted conduct related to a protected characteristic and can range from name calling to bullying.

Victimisation means treating someone unfairly because they have made a claim or complaint under the Equality Act or have supported someone else to do so.

Bullying -not defined in law but is offensive, intimidating or insulting behaviour, an abuse of power or misuse of power.

### **Specific Duties (2):**

Publish information-

You will find here information about our school community (see specific duties section).

### **Action Plan- Equality Objectives (3):**

Equality objectives- these will be clearly defined actions after careful thought and analysis

All the information and analysis will be from school improvement and development plans, evaluations and student data; we tend to use the information to improve the education for all groups in the school. We want to make sure we know which pupils are doing well and which ones are not so we can plan to improve.

We are dedicated to promoting equality (fair access to all), inclusion (valuing everyone) and diversity ( eg range of people in our workforce and this includes opinions and is broader than protected characteristics since it includes class too).

A lot of this information is already being used by our school to develop and become better at doing the best we can for our pupils. Some of the information may show us where we can improve. We will use the information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives. These will also be published here.

We hope this information is clear and easy to understand. If there are any questions about anything in this Duty please contact Sukwinder Samra (Head teacher) who will be able to help.

### **Context and analysis:**

Elmhurst is a large (nearly 1000 pupils) outstanding school in East London, part of the New Vision Trust that is a MAT of 5 good and outstanding schools.

Pupils come from more challenging socio economic circumstances - pupils eligible for free school meals have increased to national levels (22%). There have been greater numbers of families requesting referrals to food banks and assistance with overcrowded private rental accommodation, exacerbated by the impact of the pandemic. Mobility has increased over the last two years due to the pandemic. The number of mid-term arrivals speaking little or no English is on the increase; the school loses its more aspirational families to boroughs with grammar schools and to Islamic schools.

The school has increased its Early Help support in response to the increased deprivation caused by the pandemic, including providing on site food banks to targeted families, free uniform & food markets through the Felix Project, weekly food deliveries from the Spot Project and holiday vouchers to families including 10% who either have no recourse to public funds or who do not receive benefits but are struggling financially.

Over 85% of pupils come from EAL backgrounds; Bengali, Gujarati and Urdu are the predominant first languages. The school's current attendance rate has dropped to 93% last year and remains a key priority.

There has been a significant increase in the numbers of pupils with ASD, particularly in the early years, reflecting the picture in Newham that has one of highest levels of pupils diagnosed with ASD in the country. The numbers on the SEN register is below the national average at 8% - the school is judicious about avoiding over identification. The school's focus on quality first teaching and daily bespoke interventions in English and mathematics ensures that only the most severe pupils are on the SEN register. Pupils with less complex needs make rapid progress, often reaching and exceeding age related standards.

A greater number of pupils have been identified as having speech and language difficulties, particularly in the early years and KS1. The school has increased its support in this area, there is now a dedicated team offering bespoke and targeted interventions, lead by the S&L Therapist, trained teacher who is offering sessions over three afternoons and a number of highly skilled support staff running programmes such as NELI (Nuffield Early Language Intervention).

Achievement was high across all subjects in the last externally verified SATS tests in 2022, including in greater depth standards in reading. Attainment and progress was in the highest quintile in both KS1 and KS2 SATs 2022 and significantly above the national average in all areas.

According to the IDSR, KS1 - KS2 progress scores are significantly above average in all assessed areas and place the school in the top 20% nationally. However, since the pandemic the progress of disadvantaged pupils has changed from outperforming the main cohort to them now performing well below the main cohort in 2021/22 in Reading at both GDS and EXS. This demonstrates a need to focus on this area. This gap is not visible in mathematics and at GDS our disadvantaged pupils outperformed the main cohort. Moreover, our disadvantaged pupils continue to significantly outperform disadvantaged pupils nationally.

The larger number of ECT staff ( currently 8) this year means that mentoring and coaching support is a key priority to ensure that staff are fully inducted and well supported. The duty will be published on our school website.

**Elmhurst Primary School: Specific Duty:  
Equalities Information and Analysis (2)**

**Section 1- School Population**

This information relates to our school population. These are the groups of people we will plan services for. It is our duty to provide good access to educational opportunities and support our pupils to succeed and do well at school. We want to make sure that no one is at a disadvantage. We will use the following data and information to help us.

Gender		Number	%
	Female	500	50.4%
	Male	492	49.6%

Ethnicity		Number	%
	White/British	2	0.2%
	Other White and European	21	2.11%
	Gypsy Roma/ Irish Traveller/ Other	0	0
	Mixed Heritage	0	0
	Black - Caribbean Heritage	1	0.1%
	Black- African Heritage	16	1.61%

	Black – Other	7	0.71%
	Asian- Indian	397	40%
	Asian – Pakistani	208	21%
	Asian – Bangladeshi	299	30.14%
	Asian - Any Other Asian Background	11	1.11%
	Chinese	0	0%
	Any other minority ethnic group	30	3.02%

<b>Free School Meal Eligibility</b>	Not eligible	769	78%
	Eligible	223	22%

<b>Religion/Belief</b>	<b>Number</b>		<b>%</b>
	Buddhist/ Taoist	1	
Christian	30		3.02%
Hindu	180		18.15%
Jewish	0		0
Muslim	760		76.61%
Sikh	12		1.21%
Other	2		0.2%
Refused	0		0
No Religion	7		0.71%

## Attendance:

Elmhurst Primary School (Sep 2022 - Jan 23)		
	Number of Sessions	%
Authorised absence	7414 Sessions	5.1%
Unauthorised absence	2865 Sessions	2%
	No. of students who met absence threshold	%
Persistent absence	199 Pupils	22.74%
Overall attendance	92.9%	

## **Analysis/Comment:**

The school's current attendance rate is currently 92.9%, and persistent absence rate figure of 22.74%, which includes 4 year olds in reception. Attendance is lower than normal due to increased term time leave, longer periods of sickness due to illnesses requiring isolation and higher numbers of pupils with seasonal ill health. This has delayed the return of pupils to school and is more apparent amongst the younger year groups.

## **Development:**

The school will continue to work on reducing the level of unauthorised absence and improve the PA level.

Whole school measures introduced to promote attendance with pupils/families include:

- Refer cases to AMS to escalate for improved attendance.
- Increase number of parent meetings targeting absence, term time leave and punctuality, with the attendance officer and/or head of year to discuss poor attendance.
- Conduct more home visits where attendance concerns have been identified
- School to use the Penalty Notice Procedure for absences as well as term time leave
- Encourage more attendance promotion via newsletters or parent mail
- Weekly attendance certificates for classes with the best attendance.
- 100% attendance trophies at the end of the school year.
- Target specific year groups whose attendance is a concern and carry out parent workshops e.g. Nursery

## **Section 2- Advance Equality of Opportunity between those that share a protected characteristic and those who do not**

At Elmhurst we want to provide an outstanding quality of education by promoting equality of access so that all of our pupils achieve and attain well from their starting points. We use information (data) to help us do this.

### **Comparative data by group for EYFS (2021/2022)**

	<b><u>ALL</u></b>	<b><u>BOYS</u></b>	<b><u>GIRLS</u></b>
<b>Percentage of all pupils at each level for each Early Learning Goal</b>			
	Emerging	Expected	
<b>Communication and Language</b>			
Listening, Attention and Understanding	22.5	76.67	34.78 65.22 5.88 92.16
Speaking	20.83	78.33	30.43 69.57 7.84 90.2
<b>Personal, Social and Emotional Development</b>			
Self-Regulation	20.83	78.33	30.43 69.57 7.84 90.2
Managing Self	12.5	86.67	20.29 79.71 1.96 96.08
Building Relationships	12.5	86.67	18.84 81.16 3.92 94.12
<b>Physical Development</b>			
Gross Motor Skills	11.67	87.5	14.49 85.51 7.84 90.2
Fine Motor Skills	24.17	75	34.78 65.22 9.8 88.24
<b>Literacy</b>			
Comprehension	21.67	77.5	31.88 68.12 7.84 90.2
Word Reading	18.33	80.83	26.09 73.91 7.84 90.2
Writing	26.67	72.5	37.68 62.32 11.76 86.27
<b>Mathematics</b>			
Number	20.83	78.33	30.43 69.57 7.84 90.2
Numerical Patterns	23.33	75.83	33.33 66.67 9.8 88.24
<b>Understanding the World</b>			
Past and Present	26.67	72.5	36.23 63.77 13.73 84.31
People, Culture and Communities	24.17	75	33.33 66.67 11.76 86.27
The Natural World	18.33	80.83	27.54 72.46 5.88 92.16
<b>Expressive Arts and Design</b>			
Creating with Materials	20	79.17	33.33 66.67 1.96 96.08
Being Imaginative and Expressive	23.33	75.83	34.78 65.22 7.84 90.2

EYFS data highlights that the gap in boys and girls attainment starts early in their school career. Communication and literacy are clearly focal areas.

### **EYFS GLD**

<b>National average</b>	<b>Elmhurst 2021-22</b>	<b>2022-23 Target</b>
72%	72%	73%

### **Year 1 phonics screening check**

<b>2018 - 2019 result</b>	<b>2021-22</b>	<b>2022-23 Target</b>
98% (National 82%)	95%	93%

## Comparative data by group for end of Key Stage 1 (2021/22)

	Elmhurst 2021/2022	National 2021/22	Boys	Girls	Indian	Pakistani	Bangladeshi
Y2 SATs Reading EXP	82%	68%	81%	81 %	77 %	81%	87 %
Y2 SATs Reading GD	22%	%	18%	25 %	23 %	22%	23%
Y2 SATs Maths EXP	79%	70%	79%	81 %	82%	70 %	79%
Y2 SATs Maths GD	29%	%	22%	28 %	31 %	25 %	31%
Y2 SATs Writing EXS	74%	59%	78%	70%	69 %	74%	77 %
Y2 SATs Writing GD	15%	%	12 %	17%	12 %	14 %	18 %
Y2 SATs Reading/Writing/ Maths Combined	72%	65%	%	%	%	%	%

## Comparative data by group for end of Key Stage 2 (2021/22)

In KS1, all protected groups out-perform or are generally in line with the National at both EXS and GDS.

There does not seem to be a trend from the most recent data of a gender gap in either reading or maths. This does not correlate with data from across the school nor with the national picture.

The lower literacy RWI groups are disproportionately made up of boys.

Attainment in maths is comparable at EXS and GDS for boys and girls.

Attainment in maths seems to be lower for Pakistani pupils at both GDS and EXS.

Bangladeshi pupils outperform other ethnic groups within KS1, which is a shift from previous years.

	Elmhurst 2021/22	National 2021/22	Boys Unvalidated	Girls Unvalidated	Indian	Pakistani	Bangladeshi
Reading EXP	86%	74%	82 %	88 %	84 %	81 %	88 %
Reading GD	46%	28%	44%	48 %	52 %	28%	51 %
Maths EXP	94%	71%	93 %	95 %	93 %	92 %	98 %
Maths GD	49%	23%	64%	37%	52%	40 %	53 %
Writing EXP	90%	78%	83%	93 %	87 %	84 %	92 %
Writing GD	34%	13%	31 %	35 %	36 %	27 %	33 %
SPAG EXP	95%	72%	92 %	97 %	93 %	92 %	98 %
SPAG GD	56%	%	%	%	%	%	%



All protected groups perform above the national standard by the end of KS2  
SEND pupils not accounted for here? SEND as a group underperform. Need to look at national SEND figures

Girls slightly out- perform boys in all areas of the curriculum but particularly in literacy and especially in writing.

By the end of Key stage tests, this difference at EXS standard has been largely diminished but it is a trend that we see across the school in internal data, particularly in Upper KS2.

The difference at the higher standard remains pronounced in writing and SPAG.

The make-up of the literacy support groups in all year groups is generally made up of a larger proportion of boys than girls.

In maths, boys and girls attainment at EXS is comparable but **boys significantly outperform girls at the Higher standard, suggesting an issue.** This is borne out across in school data as well.

Our three main ethnic groups are Pakistani, Bangladeshi and Indian. All of the groups outperform the national figures at EXS and GDS. However, our Pakistani pupils underperform compared to other ethnic groups within our school.

In this set of data our Bangladeshi pupils outperform other ethnic groups at EXS in all areas but significantly in literacy, though in previous years it has been Indian pupils.

#### **The priority areas as identified by the school following this review are:**

- 1) The attainment of boys in literacy at both EXS and GDS standard
- 2) The attainment of girls in mathematics at the higher standard
- 3) Diminishing the difference between attainment of Pakistani pupils and our other main ethnic groups (Indian and Bangladeshi ) at the EXS

## Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	<p>This academic year all staff will be focusing on the implementation of the planned curriculum with a particular focus on their teaching of lessons. They will also ensure pupils are learning the core knowledge through the design of quality assessment tasks and regular retrieval practice.</p> <p>The work already undertaken on careful content selection and sequencing helps pupils to learn seamlessly from EYFS to year 6.</p>
Admissions and Transfer:	<p>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 supported. This can include phased transition for pupils with SEN etc.</p> <p>Our mid-phase admissions procedures are robust so that pupils receive a bespoke transition programme, including attending RWI lessons to support their fluency in reading, writing and speaking in English. Pupils with similar home languages are partnered together.</p> <p>Our children are very well supported in transferring to other schools. Year 6/7 transition is smooth and includes numerous parent workshops.</p> <p>Home visits will be started this year for all reception pupils who are coming from outside nursery to support better transition for pupils with additional needs.</p>
Participation :	<p><i>Inclusion of children with SEN on the school council to ensure that all pupils continue to develop positive perceptions.</i></p> <p><i>School ensures that extended opportunities are open to all including pupils with SEND eg Attending residential such as Fairplay House, curriculum visits, after school clubs etc. This is achieved through positive risk assessments to ensure access to a wide range of opportunities.</i></p> <p><i>Our pupils visit different places of worship, reflecting and celebrating our diverse school community.</i></p> <p><i>We have increased participation and performance of girls in competitive sports-the year 3 / 4 girls won the LA football competition in 2022.</i></p>
Student progress:	<p><i>Class Learning Forums, adopting the writing for pleasure pedagogy , and pupil voice sessions as part of learning conversations assist pupils to take greater control over their learning environment.</i></p> <p><i>Termly Assess and review meetings held to identify and support pupils who are not making progress, including a more robust tracking of pupils with SEND.</i></p> <p><i>We provide targeted support for pupils who might be falling behind in reading and mathematics through daily 1:1 catch up from reception to year 6.</i></p> <p><i>We offer an intensive ten week after school tuition programme for disadvantaged pupils who are specifically targeted for this support.</i></p>

	<p>Boys' progress in writing is being supported through the providing more autonomy of the subject matter through the writing for pleasure pedagogy.</p> <p><i>Additional after school Literacy classes for the support groups in KS2, particularly targeting boys.</i></p> <p><i>We will monitor progress of Pakistani children in KS1, ensuring they are prioritised for additional catch up.</i></p>
Flexibility curriculum arrangements:	<i>Accessibility Plan has been reviewed and updated- shared with Governors.</i>

**Analysis/comments:**

<p>Areas school has developed:</p> <ul style="list-style-type: none"> <li>● Celebration of all religions through celebration assemblies and entering (and regularly winning ) the Newham RE Place of Worship Week competition</li> <li>● School has been</li> <li>● More training and support has been provided to support pupils' emotional well-being as the school makes its transition towards becoming a trauma informed school</li> <li>● Accessible classrooms and work spaces and building a bespoke centralised resource for pupils with special needs and disabilities (completed October 2023 ?)</li> <li>● Staff training in a range of areas: such as SCERTs, Prevent training, <b>autism spectrum</b> training</li> <li>● Positive engagement with the school community through establishing a strong PTA, Baking group, curriculum workshops etc.</li> </ul>
<p>Areas we would like to improve:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continuing to enable families to access welfare support including access to food and housing support through working in closer partnership with the PTA, local councillors and local organisations and charities</li> <li><input type="checkbox"/> Continuing support for pupils with SEN, particularly those <b>on the autism spectrum</b> through maximising the impact of the Inclusion team</li> <li><input type="checkbox"/> Disseminate further the work of the Education for Change project to encourage greater inclusivity, responsibility and challenge racial discrimination, including adopting the Art for Change project inspired by visit to Maryland Primary School</li> <li><input type="checkbox"/> Further work on embedding the Jigsaw scheme to promote equality and celebrate diversity</li> <li><input type="checkbox"/> We will continue to monitor and support pupils who are underperforming compared to other groups as identified from our data eg disadvantaged pupils in reading</li> </ul>

**Section 3. 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 quality first education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

**Analysis/comments:**

There were no sizeable groups which were achieving below the national average in English or maths in 2022. Several groups (Boys, girls , EAL, FSM were achieving above the national average in English, maths or both).

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. Our reception area could exemplify and showcase the school's vision and values and successes -this is an area of work for the school.

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

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	Buddy systems and welcome packs for supporting EAL learners. Mental Health team extended to include: School counsellor, educational psychotherapist and Mental Health Educational Practitioner and PSHE coordinator. Focussed special mental health week to provide all students with tools to express feelings. Music therapist for SEN pupils Inclusion lead working closely with CAMHS to support specific pupils and families Introducing worry boxes to classes.  Assemblies to includes themes/texts to support well -being eg Plunger.
Pupil Voice:	School council meets regularly with the head teacher Head boy and head girl Class Learning Forums British values such as democracy actively promoted through our extensive debating and speechmaking provision
Positive Imagery:	Improving our images around the school and in our literature, brochures etc to reflect all of our children. Audit and sourcing of children's literature for positive role models to reflect the different protected characteristics, including books in the library, book corners and those used as part of the curriculum.  Wider representation of significant people being studied across the curriculum, adopting some units from the Education for Change Programme, inspired by the Maryland Art for Change initiative.  Huge focus on book corner and library books which engage more reluctant readers, including boys, with more graphic novels and a non fiction range. Author visits include those who reflect a range of protected characteristics eg Sufiya Ahmed and CJ. Black History month events taught.
Community Links:	Visits to local places of worship. Our building is open at the weekend for some community activities. Links with Shakespeare Schools Festival. Maths Hub, Teaching School and English Hub strong links with hundreds of schools and with NCETM, DfE and RWI.

	International links and Global learning projects in geography through British Council Connecting Classrooms projects with Kenya and Ghana
Cultural ideas, Religion and Belief	Different places of worship, including synagogues Festivals assemblies for all of the major religions, with parents invited.
Removing Barriers and Reasonable Adjustments:	All new buildings are accessible with lifts and fully accessible toilets. Year 6 Careers week to include jobs such as those in STEM challenging girls' perceptions of themselves as successful mathematicians. FA/Disney funded girls' football training from September 2023.  Adapted group room to run ASD support sessions for pupils in reception.  Therapeutic space for counsellors/ therapists.. Mixed ability teaching in KS2 supports pupils' self belief as successful learners Increased focus on oracy in EYFS
Partnerships with Parents/ community:	Regular parent workshops and reading morning on Thursdays Parent baking group /Active PTA Curriculum workshops for parents in phonics and maths. Family Support worker offering increased support to disadvantaged families.

<p>Areas school has developed:</p> <ul style="list-style-type: none"> <li>• Establishing a number of speech and language groups for KS1 and KS2 children</li> <li>• Recent improved Intervention for pupils in maths who are slower graspers through adopting the My Mastery scheme in years 1-5</li> <li>• Disability Discrimination training for all members of staff to raise awareness of hidden disabilities</li> </ul>
<p>Areas we would like to improve:</p> <ul style="list-style-type: none"> <li>• To continue tracking progress of all groups, especially monitoring Pakistani learners and supporting parents in helping pupils at home through re-vamping year group curriculum letters, translating into key languages including Urdu.</li> <li>• To improve attendance of pupils in EYFS and KS1</li> <li>• Greater representation in literature, displays, speakers of people with disabilities</li> <li>• Improving our recruitment practices to ensure our staff community is diverse</li> <li>• Website does not represent our diverse school population</li> <li>• Parent volunteers including librarian and supporting pupils with SEND to access the library too</li> </ul>

## Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation as defined by Equality Act 2010

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	No exclusions in over 18 years. School takes preventative steps wherever possible with exclusions through promoting positive relationships and meeting children's needs as it becomes trauma informed and is starting to adopt Paul Dix's approaches of 'When the adults change'

	The school is responding to local/national risks such as online grooming/bullying etc.
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 senior leadership teams. Safeguard Software is being utilised as the major communication and monitoring tool.
Anti-Bullying and Harassment:	We have a clear anti-bullying and Whistleblowing policy. We will directly challenge the use of racist, homophobic, or sexist language. All incidents which are discriminatory are dealt with by members of the leadership team. Anti-bullying work includes assemblies, talks and on-going focus through work on our 5 Cs (values: care, challenge, creativity, confidence and character). Strong ongoing work to tackle growing risks from online bullying. Meetings with parents in Yr 6 to work in partnership to address this issue. Gender Plan includes an upper KS2 leaders' programme to encourage all pupils to develop a positive and safe school culture.
Training and awareness raising about discrimination and bullying issues	To disseminate disability training more widely across all staff. SEND team are carrying out Autism awareness sessions with pupils in order to tackle misconceptions and promote greater understanding.

**Analysis/comments:**

<p>Things school has developed:</p> <ul style="list-style-type: none"> <li>To continue to make the building physically accessible and supportive of all types of SEN through building a bespoke provision centralising</li> <li>Pupils' understanding of democracy through using debating opportunities in the curriculum and through running two KS2 debating clubs and running and participating in the East London Debating League. The school is currently in first place in the national Debate Mate league ( February 2023)</li> </ul>
<p>Things we would like to improve:</p> <ul style="list-style-type: none"> <li>To continue to raise awareness and to train pupils, staff and parents on SRE requirements to improve understanding and challenge discrimination of same sex relationships in particular.</li> <li>To continue to challenge the use of negative language and behaviours towards one or more of the protected characteristics through implementing a whole school emotional regulation (Bystander )programme within PSHE lessons.</li> </ul>

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

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

<b>Examples</b>	<b>Steps the School has Taken (Case Studies)</b>
School Council:	Discussions in school and class councils and regular feedback to the head teacher.
Pupil voice:	Children hold regular class councils which are fed back to the school council as well as Class Learning Forums. Children are consulted during learning conversation lesson visits. Anti bullying surveys are conducted annually and actions followed up.

	Pupils to assess their own progress as part of the annual report to parents.
Parents/Carers /Guardians:	<i>Parent views have been sought at every opportunity, including during parents' evenings and annual meeting with governors. This policy will be available for consultation at the next PTA. We will be conducting parent questionnaires.</i>
Staff:	Staff audits and staff meetings. Strategic working parties informing this policy.
Local community:	Invited to comment on this policy through the PTA. Published on the website.
Governors:	Governors' Equalities' Group discussing this plan and Equalities agenda.  Presented to the governors and their views sought.
Satisfaction with our service:	This will be achieved through our questionnaires.

### **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 the protected characteristic of 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 & fostering good relations	Increasing staff diversity at all levels, including at leadership level.
Prohibiting harassment	Offering Disability Awareness training to all staff to positively challenge discrimination and to support our growing understanding of neurodiversity. To record all cases of harassment.