

**Alford Primary School**  
Equality Information and Statement  
2021/2022



Date of last Review	Signature
Autumn 2021	
Autumn 2022	
Autumn 2023	

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
Ollie Organisation (Independence)	A school where everyone is safe and free from danger.	To provide a safe and secure environment. To protect children from exposure to bullying. To educate children about staying safe.
Colin Communication (Respect)	A school where everyone is treated equally regardless of culture, race, faith, gender or ability.	To encourage an awareness of and respect for others. To provide equal opportunities for all.
	A school where children's views and opinions are listened to and valued.	To have an active school council involved in decision making. To encourage children to voice opinions and give feedback on teaching and learning.
	A school where all individuals are respected and develop a strong sense of self-identity.	To encourage all children to develop confidence and self-esteem. To teach children to manage their feelings using appropriate strategies. To encourage children to be enterprising and handle risk, knowing when to be independent and when to seek advice. To encourage children to form positive relationships. To develop understanding of the rights of others and personal responsibilities.
Resilient Rosie (Preparation for the future)	A school where everyone understands and makes healthy lifestyle choices.	To encourage children to eat healthy meals and snacks. To provide opportunities for children to take part in physical activities both within and outside the school day. To educate children on the benefits of a healthy lifestyle e.g. balanced diet, exercise, dangers of smoking and drug abuse.
	A school where children are prepared for the next stage in education and life.	To provide children with the knowledge, skills and understanding needed to make successful transitions. To help children make informed decisions. To raise children's awareness and aspirations regarding future education and job opportunities in the future.
Arnie Adventure (Courage)	A school where children enjoy learning and participating in the wider aspects of school life.	To provide a happy, caring environment in which children feel secure, valued, supported and respected. To provide a balanced and varied curriculum, meeting all

		<p>learning styles.</p> <p>To provide a wide range of extra-curricular activities.</p>
Izzy Initiative	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>
Teamwork Twins (Community) Partnerships	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>
	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>

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: 341 (Nov 2021 - 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:

## **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:

### **Sex**

<b>Last Updated Nov 2021</b>	<b>School</b>	<b>School%</b>
Number on roll	341	
Girls	172	50.4%
Boys	169	49.5%

## **Pupils from low income households – CURRENTLY CLAIMING FREE SCHOOL MEALS**

Data – Nov 2021.

	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils currently eligible for free school meals	131	39%

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

Data – Nov 2021.

	<b>Total</b>	<b>Percentage of school population</b>
Number of disadvantaged pupils	150	44%

### Service Children

Data – Nov 2021.

	<b>Total</b>	<b>Percentage of school population</b>
Number of Service pupils	4	1%

### Looked After Children

Data – Nov 2021.

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.

	<b>Total</b>	<b>Percentage of school population</b>
Number of Looked After Children (LAC)	6	2%
Number of Post- LAC Children (e.g. adopted from care, Special Guardianship Orders)	11	3%

### Pupil with Special Educational Needs (SEN)

Data – Nov 2021.

<b>Group</b>	<b>Number</b>	<b>%</b>
Total SEND pupils	41	12%
Total No SEND Pupils	298	88%

	<b>School Current</b>	<b>School Current %</b>
SEND Support	35	10%
Education, Health and Care (EHC) Plan	6	2%

<b>Yr Groups</b>	<b>EYFS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
SEND Support	2	4	5	4	9	3	8
Education, Health and Care (EHC) Plan	1	0	2	0	2	1	0

## Other Groups

	Total
% of pupils from minority ethnic groups	3.2%
% of pupils first language not / believed not to be English	0.9%

## 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

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

We work with the Healthy Minds Service to provide emotional support for vulnerable children. Within school we provide mindfulness training, ELSA support and regular review of emotional needs of children through our SEMH scaling programme.

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?
Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.	<ul style="list-style-type: none"> <li>• Related policies recently updated and a cycle of renewal in place to ensure rigour and compliance.</li> <li>• Accessibility plan for the disabled.</li> <li>• SEND policy and Information Report as outlined in the SEN Code of Practice 2014.</li> <li>• Admission arrangements – new arrivals have an induction.</li> <li>• Exclusions are monitored and reported.</li> <li>• Incidents of harassment are recorded.</li> <li>• Staff and governors have regular safeguarding and SEN training.</li> <li>• Complaints procedures are followed.</li> <li>• Non-discriminatory employment practice is adhered to.</li> <li>• There are staff and pupil codes of conduct.</li> <li>• Teaching targets the needs of children and there is training on differentiation and challenge.</li> <li>• PREVENT Training completed by all staff</li> </ul>
Advance equality of opportunity	<ul style="list-style-type: none"> <li>• Assessing attainment and progress on a half-termly basis to ensure pupils who are falling behind are targeted for support as soon as possible.</li> <li>• Conducting regular pupil and parent surveys.</li> <li>• Providing equal access to all areas of the curriculum.</li> <li>• Providing additional support and resources as and when necessary.</li> <li>• Monitoring the attainment and achievement of all pupils by different pupil groups.</li> <li>• Setting targets to improve the attainment and rates of progress of particular learning groups.</li> <li>• Identifying and addressing barriers to the participation of different learning groups in activities.</li> <li>• 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.</li> <li>• Studying all major religions and beliefs.</li> <li>• Building on children’s cultural backgrounds to develop understanding of themselves and others.</li> </ul>
Foster good relations and community cohesion	<ul style="list-style-type: none"> <li>• Ensuring that all ethnicities are made to feel welcome and included. This can include additional support for parents and children.</li> <li>• Buddies, Talking Partners, School Councilors, where children help and support each other.</li> <li>• National and International relationships with other schools</li> <li>• Involving parents of those children in understanding how they may help their children at home.</li> <li>• Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities.</li> <li>• Providing policies, systems and procedures that promote tolerance and tackle prejudice e.g. Behaviour Policy, Anti-Bullying Policy, E-safety Policy, Child Protection policy.</li> <li>• Monitoring and ensuring equal access to after school clubs to pupils with SEND, if this is deemed beneficial for their well-being.</li> <li>• Following a curriculum that supports pupils to understand, respect and value difference and diversity.</li> <li>• Ensuring that the curriculum challenges racism and stereotypes.</li> <li>• Our curriculum, especially in RE and PSHE, supports pupils to be accepting of one another’s lifestyles and beliefs, as well as exploring shared values.</li> <li>• Enabling pupils to develop respect for others and helps to challenge prejudice and discrimination.</li> <li>• Holding special assemblies to mark the main religious festivals, events.</li> <li>• Visiting local places of worship, including the church.</li> </ul>

	<ul style="list-style-type: none"> <li>• Tackling any form of bullying. All referrals recorded and monitored.</li> </ul>
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**Our main equality priorities**

- Improve the attendance and punctuality of disadvantaged pupils. <sup>[L]</sup><sub>[SEP]</sub>
- Promote progress and achievement for disadvantaged pupils. <sup>[L]</sup><sub>[SEP]</sub>
- Curriculum development - in line with the school attributes and values, ensure that the knowledge of other faiths and ways of life are integrated into the curriculum: focus on including all members of the school community.

**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	How?
Improve the attendance and punctuality of disadvantaged pupils.	Attendance monitored on a daily basis by office staff and feedback to Head teacher Meetings with parents of poor attenders Support offered through PSA Fines for term-time holidays
Promote progress and achievement for disadvantaged pupils.	Close monitoring of progress by all staff Pupil progress meetings to highlight vulnerable children Use of TAs for prioritised feedback and intervention Targeted support in class by teachers/TAs Termly impact analysis of Learning Plan targets by SENCO
Curriculum development - in line with the school attributes and values, ensure that the knowledge of other faiths and ways of life are integrated into the curriculum: focus on including all members of the school community.	RE curriculum review Diversity focus group All subjects to review curriculum and curriculum provision: focus – protected characteristics International and national school links