DREW PRIMARY SCHOOL
Equalities Duty

'*Learning today for tomorrow's world*'

Agreed at Governing Body Meeting on: ……………………

Signed Headteacher: …………………………………………….

Signed Chair of Governors: ……………………………………

Name of Policy: Equalities Duty	Date: 5th March 2015

Agreed at Policy Committee Meeting on:	
Signed Head teacher:	
Signed Chair of Governors	

History of Policy	
Date	Notes
February 2015	Policy updated by Inclusion Manager
May 2015	Policy shared with Inclusion Group

Public Sector Equality Duty at Drew Primary School

Welcome to Equalities at Drew Primary School. You will find here information about how our 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.

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender reassignment

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.

Specific Duties

You will find here information about our school community.

Section 1. Who Comes to Our School?

This is our school population.

Number of pupils on roll	418
Number of full time equivalent pupils	
% pupils with SEN Statement or on School Action Plus	8.7%
% pupils with English not as first language	47.6%
% pupils eligible for free school meals	23.7%
% Ethnic Minority	87.8%
Pupil Premium	46.2%

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.

		Drew Primary School		National Data
			%	%
Gender	Girls	226	54.1%	49.0%
	Boys	192	45.9%	51.0%
	White British	51	12.2%	71.6%
	Other white & Eastern European	41	7.4%	4.7%
	Gypsy Roma/ Irish Traveller/ Other	0	0	0.3%
	White and Black Caribbean	9	2.2%	1.4%
	White and Black African	5	1.2%	0.6%
	kosovan	6	1.4%	1.1%
	Black Nigerian	37	8.9%	1.4
	Black Caribbean	8	1.7%	1.3%
	Black Somali	31	7.43%	
	Any other Black Background	112	22.0%	0.7%
	Other Black African	49	9.3%	0.6%
	Asian - Pakistani	5	1.2%	4%
	Asian - Bangladeshi	25	6.0%	1.6%
	Asian - Any Other Asian Background	28	7.0%	1.6%
	Caribbean	8	2.4%	1.3%
	Any other mixed Background	23	5.5%	1.7
	Christian	168	40.5%	
	Hindu	2	0.2	
	Jewish	0	0	
	Muslim	132	31.7%	
	Sikh	1	0.2	
	Other	187	45%	
	Refused	0	0	
	No Religion			

Special Educational Need	No Special Educational Needs	345	82.7%	79.5%
	SEN	37	8.3%	9.7%
	School Action Plus and statement	11	8.7%	7.7%
	Statements	3	0.7%	2.0%
Profile of SEN Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	3	0.7%	6.5%
	Behaviour, Emotional & Social Difficulties	13	4.31%	18.5%
	Hearing Impairment	0	0	2.2%
	Moderate Learning Difficulty	6	2.87%	24.9%
	Visual Impairment	0	0	1.2%
	Multisensory Impairment	0	0	0.2%
	Physical impairment & medical	4	0.95%	3.9%
	Profound & Multiple Learning Difficulty	0	0	0.4%
	Speech Language & Communication Need	10	3.59%	26.5%
	Specific Learning Difficulty	0	0	10.2%
	Severe Learning Difficulty	4	1.9%	1.5%
	Other Difficulty/Disability	0	0	1.5%

Raise on Line data (2014); SIMs; Target Tracker

School population stability

Year	School %	National %
2011	72.9	85.0
2012	73.4	85.4
2013	72.4	85.8
2014	75.8	85.9

Raise on Line data (2013)

School population stabiltiy
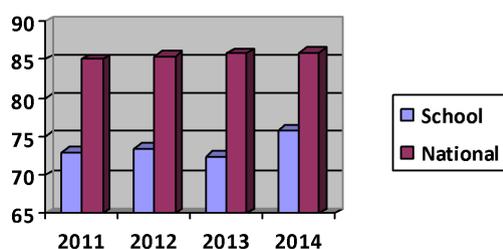
Analysis/comments of the school population:

- Significantly above average size primary school –in largest 20% nationally.

- Girls outnumber boys by 8.2% unlike the national trend. However, numbers in classes are not always comparative even though school admissions aims to achieve a gender balance.

- The percentage of pupils supported by school action plus or with a statement of SEN at 8.7% is broadly in line with national average of 7.7 and the percentage of school action pupils at 10.1% is broadly in line with the national average.

- The school has 87. % of pupils from ethnic minority backgrounds , which is very significantly above the national average (29.7%) and 47.6 % with English as a second language significantly above the national average (18.8)

- Inward mobility at 27.6% is well above the national average.

- Currently, our largest ethnic group is Any Other Black Background, Other Black African and Nigerian.
- These three groups account for 40.2% of the total school population.

- Our significant religious groups: 40.5% Christian and 31 % Muslim. Halal school meals are provided alongside non-Halal options.

- The percentage of children with SEN is higher than the National statistics. We have three Statemented pupils, however Newham does not use statementing in the same way as other local authorities; needs are addressed through other means, such as Exceptional Resource Funding, for children at School Action Plus with a high level of need.

- The three main areas of SEN for our pupils are: Moderate Learning Difficulties, Behaviour, Emotional & Social Difficulties (BESD); and Speech Language and Communication Needs (SpLD).

- Over the past three years, our school population consistently has less stability in comparison to National data. This will inevitably impact on attainment. Many children who originate from Eastern Europe enter school with little/no spoken English.
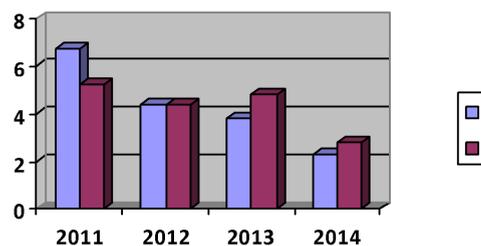
Attendance.

Year	Absences	School%	National %
2011	Overall absence	4.95	5.14
	Persistent absence	6.7	5.2
2012	Overall absence	4.5	3.4

	Persistent absence	4.4	4.4
2013	Overall absence	3.7	3.6
	Persistent absent	3.8	4.8
2014	Overall absent	3.9	3.0

% of Overall absence
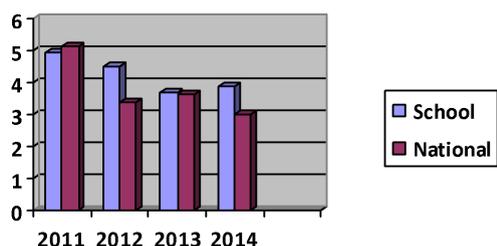
% Persistent absence

Analysis/comments:

Our overall absence has generally decreased over the last four years, although it remains above National Statistics. However, our persistence absent figures are below the national average. There is a trend within our Asian population groups for families to take extended holidays during the school year, which affects our absence figures. Each year, we are affected by an outbreak of illnesses, such as Chicken pox or flu.

What we do to address absences:

Attendance for all children, including Nursery pupils, is monitored on a daily and weekly basis. The Attendance officer investigates if a child's attendance falls below 90% by looking back at previous attendance figures. If there appears to be a regular pattern of absence, a letter is sent to the parent/carer to highlight the school's concern. If the absence becomes more persistent, the parent/ carer is asked to provide medical evidence for the absences. If the matter is not resolved, then the parent is invited into school so that we can work with the parent to address the issue. If necessary, the parent may require support in order to ensure that their child attends school. Referrals to external agencies may need to be made in order to support the family, such as the Early Intervention Team.
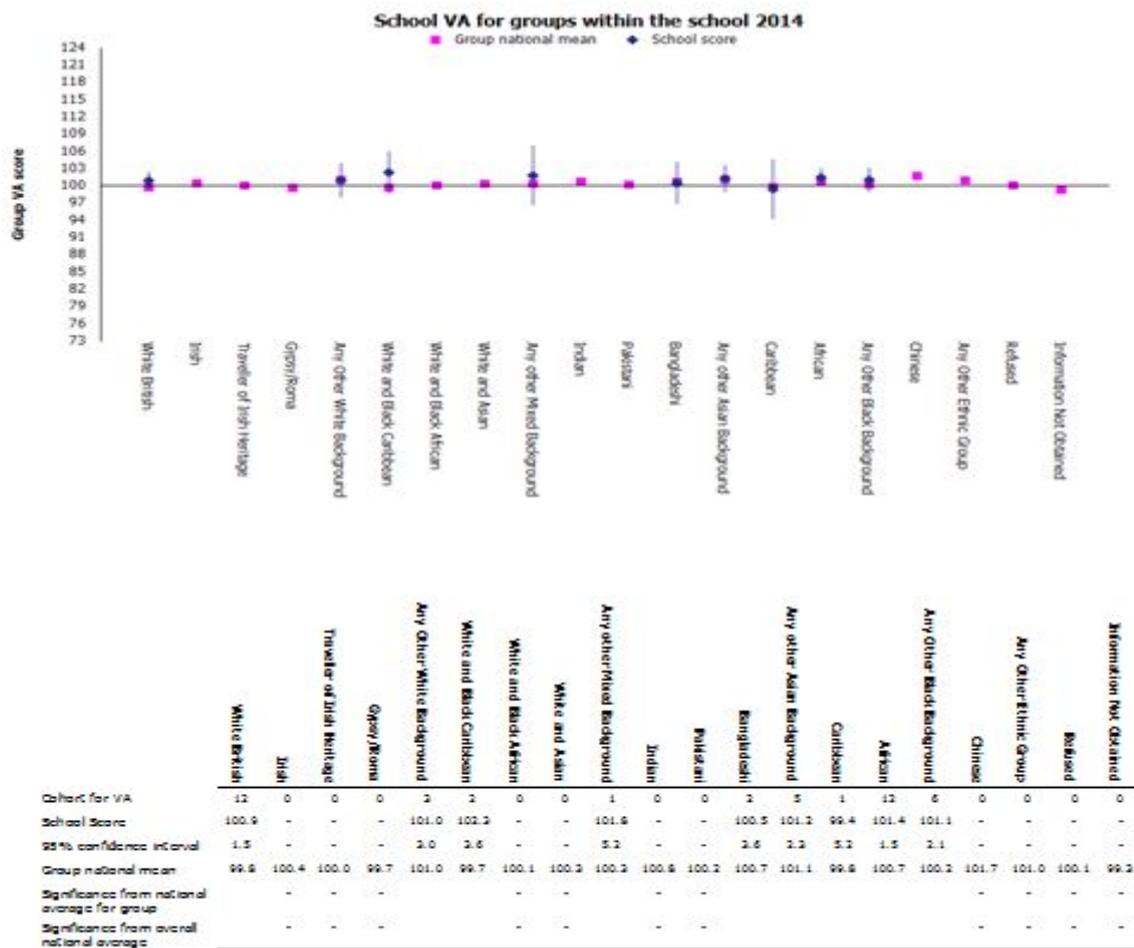
What are school procedures if the child has a hospital stay? How many pupils have had a hospital stay? We have had one pupil who had a short stay in hospital. We ensure that we liaise with the hospital education teams and the parents. If the pupil is well enough, but has to remain at home for a short period of time, the class teacher will send work home for the pupil. For pupils who are absent long term due to ill health, Newham has a home tuition service.

Section 2. Advance Equality of Opportunity Between those 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.

Progress & Attainment

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

School VA for groups within the school 2014
■ Group national mean   ◆ School score

	White British	Irish	Traveller of Irish Heritage	Gypsy/Roma	Any Other White Background	White and Black Caribbean	White and Black African	White and Asian	Any other Mixed Background	Indian	Pakistani	Bangladeshi	Any other Asian Background	Caribbean	African	Any Other Black Background	Chinese	Any Other Ethnic Group	Refused	Information Not Obtained
Cohort for VA	12	0	0	0	3	3	0	0	1	0	0	3	5	1	12	6	0	0	0	0
School Score	100.9	-	-	-	101.0	102.3	-	-	101.8	-	-	100.5	101.2	99.4	101.4	101.1	-	-	-	-
95% confidence interval	1.5	-	-	-	2.0	2.6	-	-	5.2	-	-	2.6	2.2	5.2	1.5	2.1	-	-	-	-
Group national mean	99.8	100.4	100.0	99.7	101.0	99.7	100.1	100.3	100.3	100.8	100.2	100.7	101.1	99.8	100.7	100.3	101.7	101.0	100.1	99.3
Significance from national average for group		-	-	-					-									-	-	-
Significance from overall national average		-	-	-			-		-									-	-	-

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average. Full details of the methodology used for the Value Added measure can be found in the Library.

Analysis/comments:
(Ref: RaiseOnline, Self Evaluation Form)

3 areas school has developed this year:

The following ethnic groups all had the highest Value Added Scores (ie. they made the most amount of progress between KS1 and KS2).

- White and Black Caribbean
- Any other Mixed Background
- Black African Pupils

We support this by providing:
- Booster Groups
- After school clubs/lessons
- Intervention groups
- Pupil progress meetings
- More Able after school clubs

3 areas we would like to improve next year:
The following ethnic groups had Value Added Scores which are above the National average, but are lower than the groups identified above:

- Progress of pupils from Any other Black Background
- Boys in KS1
- School Action Plus pupils (KS1)

We will focus upon raising achievement in the following groups:

- Any other background pupils
- School Action Plus pupils in KS1
- Boys in KS1

Promoting Opportunities for Our School Community:
(Ref: teachers' planning, school prospectus, Self Evaluation Form, School improvement Plans, Curriculum leaders Reports; Governor's Reports)

Examples	Steps the School has Taken (Case Studies)
Teaching and Learning:	- Inclusive plans for EAL, SEN, New Admissions - Appointment of an EAL teacher to work with bilingual pupils - Talking Partners intervention programme - Involvement of outside companies e.g. drama group - Language of the Mon - 1:1 support, differentiation - Booster classes - Art teacher - PE teacher - Music teacher

	● Booster Groups: Media, More Able Literacy; Art club; football club; drama club
Admissions and Transfer:	● Pre-Nursery admissions – parents encouraged to attend Parent & toddler group ● Nursery teachers have meetings with parents/carers of all new admissions ● Nursery Teachers and TAs visit all new pupils in July ● SENCO visits SEN pupils in settings ● Nursery children visit the main school in the term leading up to Reception class ● Programme for mid-phase admissions ● Tracking of mid-phase admission pupils ● Yr 6 children participate in lessons at the local secondary school ● SENCO meetings with secondary counterparts to transfer information ● Transition programme for SEN pupils
Participation :	● Breakfast club (vulnerable pupils targeted) ● Afterschool clubs, visits ● Residential visits – Fairplay House ● Paralympic activities ● Taxi Service to aid accessibility for pupils with SEN on visits ● Asthma pumps/medication taken on visits ● Regular trips week ,class visits undertaken (all children expected to attend) ● PE, swimming in Year 3 ● Sports Day ● Coffee mornings ● School council ● School Fayre ● Every Child a Musician (ECAM) ● Parent volunteers ● Parents, governors, community Anti-Bullying Ambassadors
Student progress:	● Annual school reports ● Parents' evening ● Staff translating for parents as appropriate ● SEN review meetings with parents ● IEP monitoring meetings ● Pupil Progress meetings ● One to one tuition ● Booster classes ● Staff training SEN issues(Autism, SCERTS, SEN tips, sensory room, Downs)

Flexible curriculum arrangements	- RWI groups - Comprehension groups - Team teaching/planning (EAL and class teacher) - Individualised curriculum plans for pupils with high level of SEN - Film club - Breakfast group - Use of additional, multi-sensory resources - Use of Sensory room

Analysis/comments:
(Ref: teachers' planning, school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans)

3 areas school has developed this year:
- After school clubs for More Able   - MFL teaching Spanish   - SCERTS   - Developing role of SEN 1-1 staff
3 areas we would like to improve next year: - Parents Groups   - Support for mid phase admission pupils   - Assessment of Year 5 pupils for dyslexia   - Attainment of SEN pupils in KS1 to improve.

Section 3. Foster Good Relations Between those 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.

Drew Primary School is a much larger than average school located in an area of significant social deprivation. Our pupils come from a wide range of ethnic backgrounds; the largest being:

- Any other Black Background -22.1% (increasing year on year)
- Other Black African 9.1 %
- Eastern European 7.5% (Increasing year on year)
- White British 12.9% (decreasing year on year)

(Ref: school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans)

Examples	Steps the School has Taken
Social and Emotional Wellbeing:	● Place2Talk ● Place2Talk ● Vulnerable Working Group ● Family Support Worker ● Chill & chat lunchtime club ● Emotional support 1-1 ● Mid-phase admission support ● Vulnerable children 1-1 support ● 'Come Dine with me' ● Weekly assemblies for each year group ● Class assemblies ● Choir ● Art and Music specialist projects ● Anti-Bullying drop box ● Anti-Bullying curriculum week ● Kagan
Student Voice:	● School council ● Children help generate success criteria ● Pupil questionnaire ● Wellbeing measure ● Anti-bullying ambassadors
Positive Imagery:	● Language of month ● Cultural diversity Class names and displays ● Capital of the world class names and displays ● Black History Month displays ● Child centred displays (all work valued) ● General displays (photographs of pupils) ● Rewarding good work and attitude ● Refugee week ● School council/anti-bullying notice board
Community Links:	● City Airport ● Mini Olympics ● Links with Royal Docks Community School ● Links with Cumberland – PE ● Use of Language Shop Interpreting Service ● Governors ● Royal Docks Community School After School Club ● Scout's Club ● Crossrail ● Dockland Light Railway ● Britannia Village ● Scittles students
Cultural ideas, Religion and Belief	● Assemblies ● Black History Month

	- Language of month - Steel Pan Music - Programme of visits to places of worship - Visit to Jewish Holocaust Event - British Value - Asian History Week - Names of classes-Valerie Bloom, Malorie Blackman , Shaun Tan; capital cities of the world.
Removing Barriers and making Reasonable Adjustments:	- Use of Sensory room - PEEPs - Dyslexia programmes - Individual & group Interventions e.g. Wave 3 - Differentiation in all lessons - Lift available - Support and use of outside providers - Care Plans in place, displayed in classrooms, staffrooms, medical rooms - Sing-along training
Links with wider communities	- Training colleges -NQTs - Fundraising e.g. Children in Need, Comic Relief, - Links with Primary school in Barbados, outside London - Links with Diane Award Anti-bullying organisation - Visit from School in Sweden
Partnerships with Parents:	- SEN parents meeting - Summer fair - Coffee morning - Website - Class assemblies - Newsletter - Performances to parents - Anti- Bullying Ambassadors (3 parents) - Parent governors - Parents visits -Maths

Analysis/comments:
(Ref: School improvement Plans)

3 areas school has developed this year: - Visiting new pupils to nursery at home - Place2B - Parent support worker

> **3 things we would like to improve next year:**
>
> - Develop more events for parents
> - Develop school website
> - Emotional support for Vulnerable pupils, Place2B, Resilience Project

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equalities Act 2010

(Ref: school prospectus, Self Evaluation Form, School Improvement Partner report)

- *We aim to make our school a welcoming and comfortable environment where all are treated with respect and dignity.*
- *We do not tolerate incidents of discrimination, victimisation, harassment or bullying and will deal with such incidents swiftly and decisively as and when they occur.*
-

Examples	Steps the School has Taken
Exclusions Data:	. ● Behaviour policy – reviewed and updated ● Shared with Governors via Head Teacher report ● Chill out club daily for vulnerable pupils ● Behaviour club – daily ● 1:1 weekly support in class for pupils with Behavioural issues
Victimisation and Discrimination:	● Incidents of discrimination recorded, parents contacted if appropriate ● PSHE curriculum and assemblies ● Bullying incidents reported
Monitoring of incidents:	● Clear recording of incidents in book
Anti Bullying and Harassment:	● Awareness training in Assemblies and class ● Anti-bullying ambassadors active ● Included in curriculum –Literacy week and e-safety ● Incidents recorded on behaviour slips ● Visits with the Diana Award e.g. department for Education; House of Parliament ● Focused training for pupils in Year 4
Training and awareness raising about discrimination and bullying issues	● Review of Behaviour Policy ● E-safety lessons for pupils ● E-safety in ICT curriculum ● Pupil Progress Reviews ● Code of conduct for all staff

| | • INSET on Bullying |
| | • Training for Year 4 teacher and Senior TA |

Analysis/comments:

3 things school has developed this year:
 • Reviewed Behaviour policy and practice • Code of conduct for staff • Anti- bullying parents ambassadors • E-safety policy reviewed • Behaviour for Learning Policy focusing on rewarding positive behaviour • Co-operation cards
3 things we would like to improve next year: • Greater pupil voice • More workshops for parents • Closer working with parents whose children display negative behaviour • Clear procedures for dealing with equality issues: support for perpetrator, meeting with parents, SLT dealing with.

Section 5. **Participation, Engagement and Satisfaction with our Equalities Practices**
(Ref: teachers' planning, school prospectus, Self Evaluation Form, School Improvement Partner report, School improvement Plans, School Council minutes)

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

Examples	Steps the School has Taken
School Council:	• Meet at least twice a term. Led by the Learning mentor • Recent themes: • The school council prioritised the following areas for development:
Pupil voice:	• Questionnaires • Class council – each class has 2 representatives. The rep. attends school council meetings. Class councils meet twice a half term. • Concern Box • Place2talk box

Parents/Carers /Guardians:	Questionnaires (Autumn term) Home school book
Staff:	Weekly briefings Weekly SLT meetings Weekly INSET for staff Staff meetings
Local community:	Links with Cross rail, DLR, St. John Church Links with local schools –Britannia Village, Brampton, Cumberland, Royal Docks
Governors:	Updated Head teacher's Report New Equalities objects presented to governors Anti-Bullying Ambassador governor Visit by Inclusion governor Inclusion governor attends Vulnerable Group meeting
Satisfaction with our service:	Fewer complaints Clear Complaints Procedure

Workforce – staffing and training

Drew Primary School has adapted the HR policies developed in Newham related to the Equality of Opportunity regarding Recruitment and Retention, Continuing Professional Development and the day to day management as Direct employer.

Area of focus	Significant information that we can address for following year
Promoting opportunity	Depending upon finances, more staff employed from the local community
Fostering good relations	Opportunity for training is open to all staff, regardless of position.
Prohibiting discrimination	All staff have an equal opportunity for their own professional development.

This information was ratified by the governors on ……………………………………………..

Our school information will be reviewed on ………………………………………………………

Signed ………………………………………………………………………………………………………

Equality Objective – Action Plan

- **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: **Ivy Devonish-Scott.**

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 **Ivy Devonish-Scott.**

We would like to hear from you.