

**DREW PRIMARY SCHOOL**  
**Equalities Duty**



*Learning today for tomorrow's world*

Agreed at Governing Body Meeting on: 20th February 2018

Signed Headteacher: .....

Signed Chair of Governors: .....

<b>Name of Policy: Equalities Duty</b>	<b>Date: 20.2.18</b>
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<b>Agreed at Policy Committee Meeting on:</b>	
<b>Signed Head teacher:</b>	
<b>Signed Chair of Governors</b>	

<b>History of Policy</b>	
<b>Date</b>	<b>Notes</b>
February 2015	Policy updated by Inclusion Manager
May 2015	Policy shared with Inclusion Group
February 2018	Policy updated by Deputy Headteacher and Inclusion Manager

## **Public Sector Equality Duty at Drew Primary School**

In this policy you will find information about how our school meets its Specific Equalities Duties.

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 General Duties of the Public Sector Equality Duty.

### **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.

## Section 1. School Context

Number of pupils on roll	449
Number of full time equivalent pupils	449
% pupils with Special Educational Needs	15.4%
% pupils with English as and Additional Language	36%
% pupils eligible for Free School Meals	14.3%
% Ethnic Minority	89.5%
% Pupil Premium	26.5%

		Drew Primary School		National Data
			%	%
Gender	Girls	240	53.5%	49.0%
	Boys	209	46.5%	51.0%
Ethnicity	White British	47	10.5%	67.2%
	Any Other White	32	7.1%	6.8%
	Gypsy Roma/ Irish Traveller/ Other	0	0%	0.8%
	White and Black Caribbean	12	2.7%	1.6%
	White and Black African	7	1.7%	0.8%
	White and Asian	3	0.7%	1.4%
	Any Other Mixed Background	14	3%	2.2%
	Asian - Indian	4	0.9%	2.9%
	Asian - Pakistani	4	0.9%	4.3%
	Asian - Bangladeshi	43	9.6%	1.7%
	Asian - Any Other Asian Background	31	6.9%	1.8%
	Black Caribbean	9	2%	1.1%
	Black African including Nigeria / Somalia / Ghana / Congo	74	16.5%	3.8%
	Any Other Black Background	75	16.7%	0.8%
	Chinese	2	0.4%	0.4%
	Other Ethnic Group	92	20.5%	
Religion	Christian	166	37%	
	Hindu	4	0.9%	
	Jewish	0	0%	
	Muslim	173	39%	
	Sikh	2	0.4%	
	Other	32	7.1%	
	Not Specified	0	0%	
	No Religion	72	16%	
Special Educational Need	No Special Educational Needs	378	84.2%	84.8%
	Special Educational Needs	69	15.4%	12.9%
	Statement / Educational Healthcare Plans	2	0.5%	1.4%

Profile of SEN Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	6	1.3%	6.5%
	Social, Emotional and Mental Health	19	4.2%	18.5%
	Moderate Learning Difficulty	19	4.2%	24.9%
	Physical Disability	1	0.2%	3.9%
	Speech Language and Communication Need	13	2.9%	26.5%
	Specific Learning Difficulty	1	0.2%	10.2%
	Other Difficulty / Disability	9	2%	1.5%

### School Mobility

Year	% Non-Mobile since Reception Aut 1
2014/15	60.4%
2015/16	63.6%
2016/17	69.6%

### Analysis/comments of the school population:

- We are a significantly above average size primary school – in the largest 20% nationally.
- Girls outnumber boys by 7% unlike the national trend.
- The percentage of pupils supported by statements / EHCPs of 0.5%, which is below national average. The percentage of SEN children supported is significantly above national average.
- The school has 89.5% of pupils from ethnic minority backgrounds, which is very significantly above the national average.
- The school has 36% of pupils with English as an Additional Language which is significantly above the national average.
- Our largest ethnic groups are Any Other Black Background, Black African and White British.
- Our largest religious groups are Muslim and Christian.

## Attendance

Year	Absences	School %	National %
2014/15	Overall absence	3.7%	4%
	Persistent absence	13.6%	8.3%
2015/16	Overall absence	3.5%	4%
	Persistent absence	10.6%	8.2%
2016/17	Overall absence	3.1%	4%
	Persistent absent	7.9%	8.7%

### Analysis/comments:

Our overall absence has decreased over the last three years and is below national average. Our persistent absence figures have decreased significantly over the last three years and are also below the national average.

### What we do to address absences:

Attendance for all children, including Nursery pupils, is monitored on a daily and weekly basis. Medical evidence must be provided by the families of children with unauthorised absences.

The Attendance Officer sends a letter to the parents / carers of any pupils whose attendance drops below 90%. 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. If absenteeism persists, this could result in a fine.

### What are school procedures if the child has a hospital stay? How many pupils have had a hospital stay?

In those exceptional cases, 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 sends 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

We provide good access to education and to promote achievement and attainment for everyone who comes to our school.

### Attainment and Progress

Here are the attainment and progress measures for KS2 pupils in 2016/17:

		Actual results			Pupil progress			
		Pupils	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wv, Ma)	% Higher standard (Re, Wv, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wv, Ma)	% Higher standard (Re, Wv, Ma)
<b>Summary</b>	All Pupils	43	111.0 ↑	88% ↑	9%	+8.6 ↑	+33% ↑	+3%
<b>SEN Group</b>	SEN Support	11	109.9 ↑	73% ↑	0%	+10.6 ↑	+37% ↑	-3%
	EHC Plan	2	95.5	0%	0%	+8.0	-3%	-0%
	No SEN	30	112.4 ↑	100% ↑	13%	+7.9 ↑	+34% ↑	+6%
<b>EAL</b>	First language not English	21	110.6 ↑	86% ↑	10%	+7.8 ↑	+32% ↑	+3%
	First language English	22	111.3 ↑	91% ↑	9%	+9.3 ↑	+34% ↑	+3%
<b>Mobility</b>	Joined in Y5 or Y6	4	108.4	75%	0%	+13.1	+73%	-0%
	Joined before Y5	39	111.2 ↑	90% ↑	10%	+8.5 ↑	+32% ↑	+3%
<b>Ethnicity</b>	White	8	110.6 ↑	88%	0%	+7.9 ↑	+25%	-4%
	Black Caribbean	3	115.5	100%	0%	+14.3	+49%	-1%
	Black African	25	110.9 ↑	92% ↑	16%	+7.5 ↑	+32% ↑	+7%
	Bangladeshi	2	102.8	50%	0%	-	-	-
	Other Asian	1	118.0	100%	0%	+10.1	+15%	-6%
	Any Other	4	110.9	75%	0%	+11.6	+43%	-1%

### Promoting Opportunities for Vulnerable Pupils:

	Additional Strategies
<b>Teaching and Learning:</b>	<ul style="list-style-type: none"> <li>• Inclusive plans for EAL, SEN, New Admissions</li> <li>• EAL specialist works with bilingual pupils</li> <li>• Language of the Month</li> <li>• 1:1 support, differentiation</li> </ul>
<b>Admissions and Transfer:</b>	<ul style="list-style-type: none"> <li>• Meetings with parents / carers of all new admissions</li> <li>• EYFS staff visit the homes of all new pupils</li> <li>• Programme for EAL mid-phase admissions</li> <li>• Tracking of EAL mid-phase admission pupils</li> </ul>

	<ul style="list-style-type: none"> <li>● SENCO meetings with secondary counterparts to transfer information</li> <li>● Transition programme for mid-phase SEN pupils</li> <li>● Transition programme to secondary for SEN pupils</li> </ul>
<b>Student progress:</b>	<ul style="list-style-type: none"> <li>● Staff translating for parents as appropriate</li> <li>● SEN review meetings with parents</li> <li>● IEP monitoring meetings</li> <li>● 1-1 Pupil Premium time</li> </ul>

### **Section 3. Foster good relations between those who share a protected characteristic and those who do not**

We are a welcoming and comfortable school community. We want to foster an open environment where people feel they are being treated with dignity and respect.

	<b>Additional Strategies</b>
<b>Social and Emotional Wellbeing:</b>	<ul style="list-style-type: none"> <li>● Parent Liaison Officer</li> <li>● Lunchtime Games Club</li> <li>● Nurture Club</li> <li>● Emotional support 1-1</li> <li>● Mid-phase admission support</li> <li>● Anti-Bullying curriculum week</li> <li>● Social Skills Groups</li> </ul>
<b>Cultural ideas, Religion and Belief</b>	<ul style="list-style-type: none"> <li>● Black History Month</li> <li>● Steel Pan Music</li> <li>● Programme of visits to places of worship</li> <li>● British Values Week</li> <li>● Diversity Week</li> </ul>
<b>Removing Barriers and making Reasonable Adjustments:</b>	<ul style="list-style-type: none"> <li>● Use of Sensory room</li> <li>● Individual &amp; group Interventions</li> <li>● Differentiation in all lessons</li> <li>● Lift available</li> <li>● Care Plans in place, displayed in classrooms, staffroom, medical rooms</li> </ul>
<b>Links with wider communities</b>	<ul style="list-style-type: none"> <li>● Links with primary schools in Barbados, outside London, Spain</li> <li>● Links with Diana Award Anti-Bullying organisation</li> </ul>



## **Section 4. Eliminate unlawful discrimination, harassment and victimisation – as defined by Equalities Act 2010**

Our school is 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.

	<b>Additional Strategies</b>
<b>Exclusions Data:</b>	<ul style="list-style-type: none"> <li>● Behaviour policy – reviewed and updated</li> <li>● Shared with Governors via Headteacher report</li> <li>● Games Club daily for vulnerable pupils</li> <li>● 1:1 weekly support in class for pupils with Behavioural issues</li> </ul>
<b>Victimisation and Discrimination:</b>	<ul style="list-style-type: none"> <li>● Incidents of discrimination recorded, parents contacted if appropriate</li> <li>● PSHE curriculum and assemblies</li> <li>● Bullying incidents reported</li> </ul>
<b>Monitoring of incidents:</b>	<ul style="list-style-type: none"> <li>● Clear recording of incidents</li> </ul>
<b>Anti Bullying and Harassment:</b>	<ul style="list-style-type: none"> <li>● Anti-bullying Ambassadors system</li> <li>● Anti-bullying and eSafety week</li> <li>● School Council</li> <li>● Incidents recorded</li> </ul>

## **Section 5. Participation, engagement and satisfaction with our equalities practices**

We have involved several people in developing equalities at our school:

	<b>Additional Strategies</b>
<b>School Council:</b>	<ul style="list-style-type: none"> <li>● Meet regularly, led by a Middle Leader.</li> </ul>
<b>Pupil voice:</b>	<ul style="list-style-type: none"> <li>● Online Questionnaires</li> <li>● Class council – each class has 2 representatives that attend school council meetings. Class councils meet twice a half term.</li> <li>● Concern box</li> </ul>
<b>Parents/Carers /Guardians:</b>	<ul style="list-style-type: none"> <li>● Parent View Online Questionnaires</li> <li>● Coffee Mornings</li> </ul>

**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. These are also in line with the Learning in Harmony Trust.

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

Our school information will be reviewed on .....

Signed .....