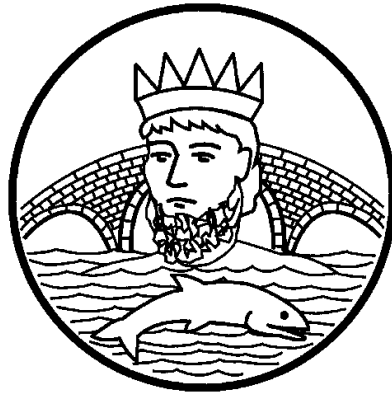


# King Athelstan Primary School



## Equality Report

*King Athelstan Primary School - Inspiring Excellence*

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to "dream big."

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children's happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

**We are proud of our school: Come as you are and leave us great.**

**Responsibility: Chair of Governors / Headteacher**

**Date reviewed: Nov 2019**

**Next review date: Nov 2020**

King Athelstan Primary School is committed to promoting equality of opportunity and tackling discrimination in all forms. The school is a very positive, supportive and caring environment which seeks to make everyone feel valued and secure. As a school we strive to ensure that our whole school community respects the needs, beliefs and cultures of children, staff, parent, carers, families, governors and contractors and the wider community.

At King Athelstan Primary School we are committed to fulfilling the legal duties under the Public Sector Equality Duty (PSED), which was introduced by the Equality Act 2010 and extends to nine protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership and gender reassignment. As a School community we are committed to upholding these three duties in order to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

King Athelstan Primary School will publish an annual report each year outlining compliance with the Equality Act and publish equality objectives for the school every four years - these objectives are set out below in Part 3 of this report.

## **PART 1: THE STUDENT POPULATION - 2018-2019**

### **Gender**

There is broadly an equal mix of boys and girls across

the school. Number of pupils on roll at the school: 462

Number of boys: 222

Number of girls: 240

### **Disability**

The school community supports children with a wide range of special educational needs and disabilities which include medical conditions, Autistic Spectrum Disorder, ADHD, speech and language disorders, hearing impairment and learning difficulties. The school has a Specialist Resource Provision with a designation of Social, Emotional, Mental Health (SEMH). A number of children at King Athelstan Primary School have complex needs, and these are overseen and managed by an Inclusion Leader, who is a member of the Senior Leadership team.

	<b>Number of Pupils</b>	<b>Percentage of school population</b>
<b>No Special Education Need</b>	<b>402</b>	<b>87%</b>
<b>SEN Support*</b>	<b>48</b>	<b>10%</b>
<b>EHC Plan</b>	<b>12</b>	<b>2.6%</b>

\*children with EHCPs are not included in this number, these are reported separately below. The school is monitoring a further 42 children with lower level needs.

## Ethnicity and Race

King Athelstan Primary School welcomes and celebrates having students from all cultures and ethnicities. It is left to the discretion of parents whether they chose to declare race and ethnicity characteristics of children attending King Athelstan Primary School and therefore, as a result of withheld information, King Athelstan Primary School cannot fully report on ethnicity and race figures for the whole school population. Of the data collected we can report that there is a range of race and ethnicities in King Athelstan Primary School with the following breakdown: White UK and Irish 45%, White Other 22% (including White European, White Other and White Western European) Other Asian 5%, Black African 5% and Other Mixed Background 5%. Others race and ethnicities declared also include: White and Asian, Indian, Pakistani, Other Black Heritage, Chinese, and White and Black Caribbean.

## Religion and Belief

We no longer collect data on religion and beliefs. As members of a multi-cultural, multi-faith society we value and respect all religions and beliefs.

## Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. Were it to be communicated to the school regarding a pupil, we would work with and support the child and ensure any confidentiality was maintained, as appropriate.

## Sexual Orientation

We do not collect data on the sexual orientation of our pupils. We value and respect all sexual orientations.

## Information on other groups of pupils

As a school community we are committed to supporting all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.

In addition to pupils with protected characteristics, we endeavour to provide further information on the following groups of pupils:

### Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	76	78	154	33%

## PART 2: EQUALITY ACCOUNTABILITIES

The Governing Board divides its governance responsibilities into three distinct areas:

**Staff and Pupil Welfare** - covering the arrangements in place to ensure effective pupil safeguarding and to promote the welfare, well-being and personal & social development of King Athelstan Primary School pupils through the integration of nurture into every aspect of school life. It also covers attendance of staff and pupils, staff well-being and aspects of Inclusion.

**Curriculum** - covering all matters relating to the Curriculum (ensuring that the curriculum meets individual pupil needs, meets statutory requirements and is broad and balanced), outcomes and progress across the school.

**Resources** - covering to all matters relating to the resources required by the school to function effectively: finances, premises and staff.

The Governing Board has a range of Link Governors sitting across the committees who are responsible for all core areas related to the school, which includes a Governor for Equality. Reports on key areas are produced by the link governors and school visits are carried out regularly.

The sections below set out how the school specifically meets its obligations under the Equality Act and the governing board can monitor and report on activities in relation to them.

### PASTORAL

#### Upholding equalities duties:

The Staff and Pupil Welfare Committee promotes the school's ethos and values, and these are set out on the King Athelstan Primary School website and displayed all around the school. They challenge prejudice-based discriminatory language, attitudes and behaviour. All pupils, staff, parents and, as appropriate, those in the local community are encouraged to actively participate in school life and make a positive contribution. Whilst this is represented through the curriculum it goes much wider in a number of areas.

#### How we promote equality:

##### School life:

- A range of assemblies are held each week including whole school and class assemblies, these promote a culture of inclusivity and respect is accorded to all faiths through these assemblies.
- The PSHE curriculum contains a wide range of learning experiences. This process is overseen the PSHE lead who responds to input and challenge from governors. The PSHE curriculum also more broadly feeds into wider class work and school life.
- The school's Vision is prominently posted on the school website and around the school. All students have equal access to school and extra-curricular activities, trips and visits

and organised PCSA (Parent, Carer, Staff Association) events.

- Students facing difficulties are supported by a proactive support network within the school which is overseen and directed by the Inclusion Lead. Support is provided to children with additional needs through a variety of initiatives including the Nurture team which is run for children with are not "ready to learn" either in general or as a result of a one off incident.
- The school takes a 'Graduated Approach' to plan interventions for any students with additional needs in order to ensure needs of all students are met holistically. This involves a clear "plan, do, review" cycle.
- Staff both attend external training, as well as set up internal training sessions, to help improve understanding of complex needs and ensure these are catered for.

#### Management of Behaviour, Anti-bullying and Serious Incidents:

- Good behaviour is promoted, and positive reinforcement used at every opportunity. The school also has a Behaviour and Anti-bullying policy in place.
- Any incidents that take place are reported via the 'Serious Incident Form' and appropriate action would then be taken promptly to address any concerns.
- Staff use any opportunities around behavioural issues, as appropriate, as a way of addressing prejudices and discrimination and promoting the desired culture of inclusivity.
- The school's approach takes full account of the Equality Act. Reasonable, appropriate and flexible adjustments are made for pupils with additional needs and/or disabilities. The school challenges all forms of prejudice and prejudice-based bullying including homophobia, which stand in the way of fulfilling our commitment to inclusion and equality relating to the protected characteristics.

#### Monitoring of key information and feedback:

- The Staff and Pupil Welfare committee reviews key information relating to attendance, serious disciplinary incidents and exclusions categorised by the nine characteristics. This also includes any feedback from the Education Welfare Officer who attends the school once a term for a review. As necessary, any issues would also be reported to the Staff and Pupil Welfare committee and FGB.
- The Chair of Governors also meets with the Head on a regular basis which provides an opportunity for any issues to be raised.
- There is a school Complaints and Grievances procedures which fairly and openly addresses incidents raised.
- The school conducts annual surveys for parents/carers, staff and pupils and subsequently evaluates the results and addresses arising issues. Governors also receive copies of the survey results.

## STANDARDS

In line with King Athelstan Primary Schools commitment that "no person at King Athelstan Primary School is treated less favourably because of their race, disability, sex, age, religion, sexual orientation or because they are pregnant or entitled to paternity leave", the school undertakes to publish data by which it can ensure that its teaching and learning is also meeting this commitment.

Every pupil's academic progress and attainment is monitored each term as part of the school's Pupil Progress Meetings. Through this process, trends and groups for each of the characteristics are monitored and specific interventions put into place where needed.

Below are tables with the results for the 2018/19 Cohort of Y6 pupils' results (which is publicly available data) displayed and broken down by characteristics as outlined in the Equality Policy.

		Actual Results			Pupil Progress <b>(not yet available)</b>		
	Actual Number	Average Scaled Score (reading, maths)	Expected standard (reading, writing, maths)	Higher standard (reading, writing, maths)	Average Scaled Score (reading, maths)	Expected standard (reading, writing, maths)	Higher standard (reading, writing, maths)
<b>All Pupils</b>	52	102.7/102.9	52%	5.8%			
<b>EAL</b>	20	102.5/104.6	50%	25%			
<b>First language English</b>	32	102.9/101.9	53%	28.1%			

This data is for end of KS2 i.e. Year 6 SATs data:

	<b>Actual Results</b>				<b>Progress</b> <b>(not yet available)</b>		
	Actual Number	Average Scaled Score (reading, maths)	Expected standard (reading, writing, maths)	Higher standard (reading, writing, maths)	Average Scaled Score (reading, maths)	Expected standard (reading, writing, maths)	Higher standard (reading, writing, maths)
<b>All Pupils</b>	52	102.7/102.9	52%	5.8%			
<b>Non SEN</b>	40	104.3/104.8	65%	7.5%			

### Age:

Whilst any given year group is defined by the age of the pupils within it, there is still significant variance in the age of any particular year group. It is not practical to do analysis of the effect age variance has to any great depth of granularity, so the school will therefore publish data of average progress and attainment for all pupils born within a particular term of the school. As terms dates are liable to move due to changing of the calendar year, they will be defined as:

- Autumn Born Pupils: 01/09 - 31/12
- Spring Born Pupils: 01/01 - 31/03
- Summer Born Pupils: 01/04 - 31/08

	<b>Actual Results</b>				<b>Progress</b> <b>(not yet available)</b>		
	Actual Number	Average Scaled Score (reading, maths)	Expected standard (reading, writing, maths)	Higher standard (reading, writing, maths)	Average Scaled Score (reading, maths)	Expected standard (reading, writing, maths)	Higher standard (reading, writing, maths)
<b>All Pupils</b>	52	102.7/102.9	52%	5.8%			
<b>Autumn</b>	14	105.2	71.4%	14.3%			
<b>Spring</b>	14	102.8	50%	7.1%			
<b>Summer</b>	24	101.1	41.7%	0%			

## Sex

	Actual Results				Progress <b>(not yet available)</b>		
	Actual Number	Average Scaled Score (reading, maths)	Expected standard (reading, writing, maths)	Higher standard (reading, writing, maths)	Average Scaled Score (reading, maths)	Expected standard (reading, writing, maths)	Higher standard (reading, writing, maths)
<b>All Pupils</b>	52	102.7/102.9	52%	5.8%			
<b>Male</b>	23	102.1/104.1	43.5%	4.3%			
<b>Female</b>	29	103.2/102.0	58.6%	6.9%			

## Other protected categories

The school does not believe any data need be published with regard to the standards of teaching and learning for: religion, sexual orientation or pregnancy/maternity.

## RESOURCES

King Athelstan Primary School is committed to ensuring that all decisions relating to the allocation of resources are consistent with our obligations under the Equality Act. For example:

- King Athelstan Primary School's Recruitment & Selection process commits to ensuring that the recruitment of staff is done equitably and robustly.
- King Athelstan Primary School's Pay Policy ensures King Athelstan Primary School's commitment to compliance with the legislation, set out in the Equalities Act 2010, the Equal Pay Act 1970, the Employment Act 2002, the Part-Time Worker (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, the Employment Act 2002 (Dispute Resolutions) and the Employment Act 2008.
- King Athelstan Primary School's Staff Capability Policy sets out that the governing body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments.
- As part of the King Athelstan Primary School Induction Process; it is the responsibility of the Head/Deputy Head Teacher to make the all school policies accessible to new members of staff. The Inclusion Leader is responsible for ensuring new members of staff know their responsibilities around Equality and how to report an issue. Line Managers are overall responsible for these ensuring these



actions have been completed before the induction check list can be signed off.

- King Athelstan Primary School does not currently record publish protected qualities related to staff as there are less than 150 members of staff.
- The school has an accessibility policy which takes into consideration the need to, and commits to, ensuring the school continues making the school accessible.
- There is a clause in the school catering contract which commits to complying with the provisions in the Equality Act.
- The School lettings policy excludes use of school premises by any organisation which encourages discrimination and prejudice.

### **PART 3: OBJECTIVES**

- 1. Celebrate diversity in our school and local community through a range of school events, such as assemblies, classroom teaching and multi-cultural events.**
- 2. Focus on ensuring that children on the SEN register are making holistic progress so that they achieve their full potential.**
- 3. Continue to promote equality and a culture of inclusivity; pro-actively anticipate and address the needs of any individuals or groups to ensure that all pupils are treated equally and have equal access to opportunities.**