

THAKEHAM PRIMARY SCHOOL EQUALITIES INFORMATION

UPDATED MAY 2018



The Equality Act 2010 requires all schools to comply with the **Public Sector Equality Duty** and two **specific duties**.

Public Sector Equality Duty requires us as a school to:

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

The Two “specific duties” requires us to:

- Publish information to show compliance with the Equality Duty
- Publish Equality Objectives at least every 4 years which are specific and measurable

We have written a comprehensive Equalities Policy which is available on our website and the objectives and action plan are part of this.

Information about the pupil population

Number of pupils on roll at the school: 99 (Reception to Year 6)

Information on pupils by protected characteristics

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 20 pupils at our school with different types of disabilities and these include:

1. Asthma & Eczema
2. Physical Disability
3. Nut/bee/wasp allergies
4. Autism
5. Global Learning Delay
6. Hemiplegia
7. Heart Murmur
8. Skin disorders
9. Epilepsy
10. Hearing Impairment
11. Visual Impairment

SEND

Number of children at School Support: 8 8.1% of School Population

Number of children with an EHCP: 3 3% of School Population

Categories of Need	Number of pupils
Communication and interaction.	3
Cognition and learning.	5
Social, emotional and mental health.	2
Sensory and/or physical.	1

Gender

Boys: 55 (55.5%)

Girls: 45 (45.5%)

Ethnicity

	Number of Pupils	%
White British	89	90%
Any other mixed background	2	2%
Any other White background	6	6%
White and Asian	2	2%

Language

	Number of Pupils	%
English	95	95%
English as an additional language	4	4%

Religion

	Number of Pupils	%
Christian	60	61
No religion	36	36
Not disclosed	2	2
Other religion	1	1

Pupils Eligible For Free School Meals

Pupil Premium/Disadvantaged	12	12.1%
(i) Pupils Eligible for Free School Meals (Low Income)	7	7.1%
(ii) Ever 6	2	2.02%
(iii) Adopted	3	3.03%

How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard for the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

Under the Equality Act 2010, we are also required for have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we advance equality of opportunity

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that records all incidents of behaviour that do not comply with our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed.
- We have a school anti-bullying policy that sets out how we will identify and tackle bullying in school with the aim of minimising such behaviour
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that sets out the steps we will take to make the school as accessible as possible to all pupils as far as is reasonably possible.
- Our admission arrangements are in line with WSCC policy for admitting pupils with EHCPs
- Our complaints procedure sets out how we deal with any complaints relating to the school and is published in the staff handbook.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct
- The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records

Disability

- We are committed to working for the equality of people with and without disabilities
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils
- All areas of our school are accessible for disabled children and adults. We have a disabled toilet and shower. Our Cookery Room has height adjustable sink and hob and ovens at an appropriate height. Our playground is fully accessible with a sloped area (avoiding steps) between the 2 playground areas
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them
- As far as is reasonably possible we are committed to carrying out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils. We work closely with medical professionals, external agencies and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning
- We promote positive images of disabled people e.g. visits by Mike Goody (Invictus Athlete)

Gender

- We monitor the attainment and progress of all our pupils by gender before identifying appropriate action
- The School Council ensures both boys and girls views are equally represented.
- We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities
- We are committed to equal opportunities for males and females
- We try to ensure we include positive, non-stereotypical images of men and women in the curriculum
- We would seek to support any child/adult undergoing gender reassignment in line with the Equalities Duty

Ethnicity & Religion

- 'Our Place in the World' and 'Learning for Life' are Key Curriculum Drivers, celebrating local and global communities
- We ensure that the curriculum challenges racism and stereotypes
- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned PSHCE programme
- We forge effective links with our local church
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain
- We promote the British Values.
- We promote and deepen our International School links, hold the International School Award for 2015-18 and have an action plan in place for re-accreditation for the 2018-2021

Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do. There is a strong sense of Pupil Voice and positive community links that have been shared through projects and learning development work with the Parish Council, church, local care home, schools and businesses.