

Equality information 2015

The School Context

Shirley Community Nursery and Primary School provides:

- 26 part-time nursery places
- 420 primary school places
- Children's Centre facilities for local children in the 0-5 age range and their families
- Extended schools facilities (breakfast and after-school)
- The Shirley Centre – a community facility offering a wide range of educational, cultural, sporting and leisure opportunities.

The school serves one of the most diverse and disadvantaged areas in Cambridge.

In October 2016 we have 415 pupils on role.

50% (209) boys and 49% (206) girls (Figures are rounded up)

55% of our pupils are from minority ethnic groups: Black (BME) minority ethnic groups or the Traveller community.

27 different languages are spoken at Shirley School

28 % of our pupils have English as an additional language (EAL)

Hindu, Buddhist, Muslim and Christian faiths are all represented in the school

34% of our pupils are eligible for Pupil Premium.

The school has an above-average number of pupils with special educational needs (SEN) and/or disabilities. There are 80 pupils on the SEND register – 12 pupils have statements.

The number of pupils joining or leaving the school at other than usual times is above the national average. There were 25 casual entries in 2015-2016.

We have 3 pupils with physical disabilities

We have 2 pupils in public care

We have 1 child on the Child Protection register

We have 3 pupils who are the children of imprisoned offenders

We have no pupils who are the children of armed service personnel

Attainment on entry to the school is very low and well below expected levels nationally and when compared to the Cambridgeshire average.

The number of staff on role = 87 78 Female 9 Male made up of:

3 main scale teachers

1 teaching assistant

5 non-teaching support worker

75 of our staff are White British

9 are White Other

1 is Asian, Asian British or Bangladeshi

0 are Black, Black British or African

2 are Mixed Race

0 are Other Ethnic Background

Balance ethnicity not obtained

There are no staff registered as disabled.

The number of Governors = 13 8 Female 5 Male

10 White British

1 Traveller

0 EAL

2 AOWB

The school has been awarded, for the second time, the Equalities Award. The Equalities Award was developed in response to the Equality Act 2010 which established nine 'protected characteristics';

age, disability, ethnicity, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief and sexual identity.

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following key principles.

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise, respect and value difference and understand that diversity is a strength.

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Some examples of this principle worked out in the daily life of our school are:

Frequent celebrations of the differences and diversity of pupils within the school through:

-school assemblies

-diversity week

-the use of the International Primary Curriculum to highlight and support diversity

-Gypsy Roma Traveller History Month; GRT day

-French day

-Eid celebrations

-EAL Specialist TA

-Use of Pupil Premium funding to support achievement of disadvantaged pupils

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

An example of this worked out in the life of our school is our encouragement of visitors from the wider community. In 2015, for example we welcomed the Mayor of Cambridge, herself in a wheelchair, who talked about her life and her disability and answered questions from the children. For Gypsy, Roma Traveller History Month we hosted one of our governors from the traveller community and classes came, heard about his family's history and were able to ask questions about the traveller community.

Through close working with specialist agencies pupils with physical disabilities are to access the curriculum and participate in the life of the school.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status or whatever their gender and sexual identity,
- and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies,

we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys.
- gay people as well as straight.

An example of this worked out in the life of our school is the IT survey carried out among parents in 2014 to establish who had access to the internet and the subsequent shaping of the new school website to enable maximum access and participation from the whole school community.

Feedback gained from parents led to the provision of education and English as a second language classes, within the school day and in school accommodation.

The school has an established Parent Group who meet regularly to discuss a range of school issues. Pupils take on the role of School Council Representatives and Food Ambassadors and consult with pupils regularly.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- gay people as well as straight.

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8). The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report annually on progress towards achieving them.

Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.
- Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

The school induction policies and staff program of induction provide guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. This information is reported to governors termly.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles recorded above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Equality Objectives 2015 - 2018

Promoting equality of opportunity

1. Key stage 2 outcomes for all our pupils will meet or exceed the national average in English and Maths combined.
2. The percentage of pupils making the expected progress between the beginning of Reception and end of KS2 in English and Maths will be in line with, or higher than the national average.
3. The percentage of pupils making better than expected progress between the beginning of reception and end of KS2 will be in line with, or above the national average.
4. By the time pupils with SEND leave this school the progress they have made will be in line with, or above, the national average for SEND pupils nationally.
5. The attainment in English and Maths of pupils eligible for pupil premium will be in line with, or above the level achieved by pupil premium pupils nationally.
6. The attendance of pupils eligible for pupil premium will improve to 93.5% by July 2016 and by 95% by July 2018.

7. The attendance of GRT pupils will be in line with, or above, GRT pupils nationally.
8. The attendance of pupils who have SEND (excluding those from a GRT background) will rise to 93.5% by July 2016 and to 95% By July 2018.

Eliminating unlawful discrimination, harassment and victimisation

1. Pupil Voice: use the stonewall pupil voice questionnaire to have a benchmark established by July 2016 and use this to set targets up to 2018.

Fostering good relations between different groups

1. Parent and carers of specific groups of pupils will be actively targeted to take up representative roles in the parent group.
2. The ESOL group will be invited to contribute their views to the parent group.

Promoting Community Cohesion

1. Establish a monitoring system for visitors to the school who represent the local community. Using this data we will aim to increase the number of visitors by 30%.

Statement adopted by the Governing Body on 16 July 2015

**Objectives to be reviewed in the Autumn Terms of 2016, 2017
and 2018**

Statement to be replaced in June 2018

Signed