

Sacred Heart Primary School



Jesus at the Heart of all that we do

Equality Information and Objectives

Updated: December 2018

Promoting equality and community cohesion at Sacred Heart Primary School Luton

At Sacred Heart Primary School we have a strong commitment to fairness and equality in everything that we do.

- We try to ensure that everyone is treated with care, concern and respect in accordance with our Mission Statement.
- We work hard to make ensure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We have, in place, the following policies and schemes to ensure our school is a safe, secure and accessible place for all:
 - Accessibility Plan
 - Anti-Bullying Policy.
 - Promoting Good Behaviour and Discipline Policy.
 - Code of Conduct Policy.
 - Complaints Procedure Policy.
 - Care and Control Policy.
 - E-safety Policy.
 - Inclusion Policy.
 - Race and Equal Opportunities Policy.
 - Safeguarding Children Policy
 - Special Educational Needs Policy
 - Pupil Premium Strategy Report

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

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

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

For more information about our work on equalities at Sacred Heart Primary School please contact:

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Part 1: Information about the pupil population

Number of pupils on roll at the school: 408

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The protected characteristics are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

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.’

Number of pupils with disabilities:

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

- Physical difficulties
- Learning difficulties
- Autistic Spectrum Disorder
- ADHD
- Speech and Language Difficulties
- Behaviour and Emotional Difficulties

| Pupil Special Educational Needs (SEN) Provision | | |
|---|------------------|-------------------------------------|
| | Number of pupils | Percentage (%) of school population |
| No Special Education Need | 360 | 88 |
| School Support | 48 | 12 |
| Statement/ EHC Plan | 4 | 1 |

| Ethnicity and race | | | | | | | |
|-------------------------------|-------------|--------------|--------------|-------------------------------|-------------|--------------|--------------|
| Asian or Asian British | Boys | Girls | Total | | Boys | Girls | Total |
| Bangladeshi heritage | 2 | 0 | 2 | Mixed | | | |
| Indian heritage | 5 | 2 | 7 | Other mixed heritage | 4 | 3 | 7 |
| Other Asian heritage | 4 | 1 | 5 | White and Asian | 3 | 5 | 8 |
| Pakistani heritage | 2 | 2 | 4 | White and Black African | 4 | 1 | 5 |
| Black or Black British | | | | White and Black Caribbean | 1 | 6 | 7 |
| Black African heritage | 16 | 13 | 29 | Any Other Ethnic Group | 3 | 2 | 5 |
| Caribbean heritage | 4 | 3 | 7 | White | | | |
| Other heritage | 1 | 1 | 2 | British heritage | 97 | 88 | 185 |
| Chinese | 0 | 0 | 0 | Irish heritage | 6 | 8 | 14 |
| | | | | Traveller of Irish Heritage | 1 | 2 | 3 |
| | | | | Gypsy/ Roma | 0 | 0 | 0 |
| | | | | Any Other White background | 63 | 51 | 114 |

| Gender | |
|---------------|-----|
| Male | 214 |
| Female | 192 |

| Religion and Belief | | | |
|-------------------------------|------------|----------------|----|
| Catholic | 345 | Buddhist | 3 |
| Other Christian denominations | 30 | No religion | 6 |
| Hindu | 3 | Other religion | 13 |
| Jewish | 0 | Unknown | 3 |
| Muslim | 6 | | |

Gender reassignment

- Although it is rare for pupils to undergo a process of gender reassignment, if it did happen we would always manage it with care and sensitivity.

Sexual orientation

- We are aware that there may be a number of equality issues for gay, lesbian and bisexual young people. We take seriously any incidents of homophobic bullying and use of homophobic language.
- Our Promoting Positive Behaviour and Discipline and Anti-bullying Policies promote safety for all groups of pupils, regardless of sexuality.

Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish 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 | 78 | 62 | 141 | 35% |
| Number of pupils who are at an early stage of English language acquisition | 45 | 22 | 67 | 16% |

| Pupils from low-income backgrounds | | | | |
|---|-------------|--------------|--------------|--|
| | Boys | Girls | Total | Percentage of school population |
| Number of pupils eligible for free school meals | 19 | 9 | 18 | 4% |

Looked after children

| |
|---|
| 2 |
|---|

Young carers

| |
|---|
| 0 |
|---|

Other vulnerable groups

| |
|---------------------------|
| Pupil Premium Children 49 |
|---------------------------|

Part 2: The public sector equality duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to **eliminate discrimination, harassment and victimisation**. Please contact us if you would like to see copies of any of our school policies.

Sacred Heart Primary School has high ambitions for all pupils and expects all pupils to participate and achieve in every aspect of school life.

The school's commitment to equal opportunities is driven by our Mission Statement 'Jesus at the Heart of all that we do' and the National Curriculum Inclusion statement.

The school:

- Sets suitable learning challenges;
- Responds to pupils' diverse needs;
- Takes all reasonable measures to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Sacred Heart Primary School aims to identify and remove barriers to pupils in every area of school life and makes all children feel welcome irrespective of race, colour, creed or impairment.
- Is 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.
- Our Governing Body is aware of the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of Governing Body meetings.
- Keeps an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that promotes positive behaviour and encourages respect for all members of the school community.
- Deals promptly and effectively with all incidents and complaints of bullying and harassment. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have an Anti Bullying Committee that aims to create an environment where all members of the school community feel safe and valued.
- 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 ensures equal access to all aspects of school life.
- Our admission arrangements meet the legal requirements for a faith school.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- 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 that ensures staff are aware of their professional responsibilities.

The following pages provide information on how we 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 with protected characteristics.

Disability

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- The school aims to encourage each child to grow in self esteem, stay healthy and to foster a positive attitude to life, developing in all pupils a mutual regard, understanding and respect for others.
- The school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The governing body monitors and reviews the Accessibility Plan and Disability Equality Scheme.
- All pupils achieve well and make good progress including those disabled children and children with SEN.
- Pupils with disabilities are well integrated and have positive and respectful relationships with their peers.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry 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.

All pupils have equal access to all areas of the curriculum, after school clubs and school trips. Where a pupil has a specific barrier to accessing certain areas of the curriculum, advice and support is always sought from the appropriate outside agencies or special schools e.g. children with physical impairment may find accessing PE challenging. The school takes advice from local special schools.

School trips, breakfast and after school clubs, extracurricular activities and events arranged by the 'Friends' association are open to all children.

How we foster good relations and promote community cohesion:

- As a Catholic Primary School, integral to our life as a community, is to live the Mission statement, based on the Gospel values to promote the aims of the school.
- Pupils at Sacred Heart learn and know about their local community and have a sense of the wider world. They have a good understanding of their rights and responsibilities. They are taught right from wrong, to be trustworthy responsible individuals able to make a positive contribution to the wider community.

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity. We ensure that the curriculum has positive images of disabled people
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- Pupils make an excellent contribution to the school, local and wider communities. They help at Lady Zia Wernher school for children with learning difficulties and very much enjoy raising funds for many charities.
- The ethos of the school, supported by the RE, PHSE&C and SEAL programmes, helps to develop in pupils a common sense of belonging and shared values.
- Pupils are encouraged to support and help their peers.
- The school tackles bullying or harassment on the basis of special educational need or disability in line with the school Anti Bullying Policy supported by the pupil ABC (anti Bullying Committee)

What has been the impact of our activities? What do we plan to do next?

- Parent and pupil feedback indicates that pupils have gained confidence, developed their social and communication skills and enjoyed learning and developing new skills since joining the school.
- You have created an inclusive culture in this harmonious community where everyone feels valued, respected and looked after, especially the pupils. (Ofsted 2016)
- Pupils are proud of their school and show concern for the wellbeing of others (RE/ Section 48 Inspection 2017)
- The headteacher, together with staff, have been very successful in nourishing a school community that rejoices in a shared vision and an inclusive, welcoming ethos. (RE/ Section 48 Inspection 2017)
- Our incidents of bullying, due to disability, are extremely low.
- All children are fully integrated into the life of the school.
- School was awarded Diana Anti Bullying Award in 2011 and 2017

Future Actions -

- To identify and plan specific training in SEN strategies for relevant staff.
- To review provisions and systems for tracking Pupil Premium Pupils
- We would like to raise awareness of the achievements of disabled persons throughout history.

Ethnicity and race (including EAL learners)

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Ethnic Groups compared to National Data – KS1 2018

- Writing (TA)
 - Asian 1% below National Average
 - Black in line with National Average
 - Dual Heritage 14% above
 - White Other 5% above National Average
 - Irish 32% above
 - White British 5% above National Average
- Reading -
 - Asian 2.6% below National Average
 - Black 8.9% above National Average
 - Dual Heritage 8.3% above
 - White Other 5% below National Average
 - Irish 31% above
 - White British in line with National Average
- Maths -:
 - Asian 4% below National Average
 - Black 12% above National Average
 - Dual Heritage 9% above
 - White Other 12% below National Average
 - Irish 24% above
 - White British 1% below National Average

KS1 EAL, 2018

- Writing 73% - 4% below National Average
- Reading 67% - 5% below National Average
- Maths 67% % - 8% below National Average

Ethnic Groups compared to National Data - KS2 2018

- Writing (TA)
 - Black 83% reached expected
 - Dual Heritage 71% reached expected
 - White Other 62% reached expected
 - White British 90% reached expected
- Writing GPS -
 - Black 100% reached expected
 - Dual Heritage 57% reached expected
 - White Other 85% reached expected
 - White British 90% reached expected
- Reading -:
 - Black 83% reached expected
 - Dual Heritage 71% reached expected
 - White Other 92% reached expected
 - White British 87% reached expected
- Maths -
 - Black 83% reached expected
 - Dual Heritage 71% reached expected
 - White Other 85% reached expected
 - White British 94% reached expected
- Reading, Writing and Maths -
 - Black 83% reached expected- 20% above National Average
 - Dual Heritage 71% reached expected- 5% above National Average

- White Other 62% reached expected
 - White British 87% reached expected
- National average for White Pupils reaching expected is 64%

KS2 EAL, 2018

- Writing 64% achieved expected 3% below National Average
- GPS 85% achieved expected 6% above National Average
- Reading 95% achieved expected 24% above National Average
- Maths 90% achieved expected 12% above National Average
- Reading, Writing and Maths 70% achieved expected 7% above National Average

We involve and consult pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement or wellbeing. This includes: Pupil Forum and questionnaires; Parent forum and questionnaires; School Council; Parents' Evenings; Family Learning.

Religion and belief

Summary information

- As a VA Catholic Primary School we strive to live the Catholic ethos & the Mission Statement of our school, Jesus at the Heart of all that we do is embedded in our way of life and is the foundation of all that we do. The ethos within the school encourages positive attitudes towards behaviour and learning and a respect for each individual
- The majority of pupils attending Sacred Heart Primary School are baptised Roman Catholics (85%)
- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity. The rigorous assessment and tracking systems in place ensure that pupil progress of all groups is closely monitored and immediate effective intervention implemented
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- Individualised learning programmes in place where appropriate. The mapping of provision and allocation of Teaching Assistant support on focused target groups is increasingly effective. There are organised booster classes and One to One Tuition
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.

How we foster good relations and promote community cohesion:

- The spiritual, moral, social, emotional and cultural development of every child, is central to our school policies and in practice is very good. There is a strong Catholic ethos in the school witnessed in our acts of worship and more general day to day interactions.
- Pupils are taught to appreciate other faith backgrounds and cultures, to understand, respect and value difference and diversity. through the curriculum and their experiences.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures. eg Other Faith weeks.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events such as a multicultural week.
- We take part in events such as Black History Month and Harvest Festival. We support

organisations such as CAFOD.

- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- Each member of our school community is valued equally and the school is committed to the spiritual development and well being of each member. Examples of this being, Celebrate Me assembly, Compliment Days, Special days for staff and children, training for staff focusing on the care and well being of staff and how this impacts on the class
- The school tackles bullying or harassment on the basis of special educational need or disability in line with the school Anti Bullying Policy supported by the pupil ABC (anti Bullying Committee)
- We link with groups, organisations and projects in the local community. eg Catholic Schools' Partnership , Schools Linking Network, East Area Partnership

What has been the impact of our activities? What do we plan to do next?

- Our incidents of bullying, due to ethnicity or race, are extremely low.
- All children are fully integrated into the life of the school.
- Pupils feel safe, cared for and know where to go to and what to do when they need help. Parents value the care given to their children and the approachability of staff, commenting that, "Sacred Heart is a strong community of which we are proud to be a part."
(RE/ Section 48 Inspection 2017)
- Adults promote a strong, dedicated work ethic with high expectations for good learning that pupils relish and share (*Ofsted February 2016*)
- Those who speak English as an additional language achieve well because teachers have a clear idea of the levels of English they have acquired and support them appropriately. Children with EAL are well supported by peers and staff and are making good progress. 'Good support from bilingual teaching assistants particularly helps Polish pupils, who speak little English, to make good progress.' (Ofsted 2011)
- Pupils' learning and progress are good overall for all groups of pupils. Pupils with special educational needs and/or disabilities are well supported. (Ofsted 2011)
- Leadership (in SEN) is now strong and through consistently good teaching , this group of pupils make good progress.(Ofsted Feb 2016)
- The school is a cohesive community where all staff and pupils get along well together. Equal opportunities are promoted well and any discrimination is tackled effectively. Pupils' individual personal and academic needs are addressed effectively because pupils are well known by all staff. Community cohesion is promoted well and good links are established with the local community and are developing further with the wider world. These partnerships, along with the creative curriculum partnership the school has established, play a large role in developing pupils' learning and well-being.(Ofsted 2011)

Further Actions

To increase participation in events such as Black History Month and Refugee Week.

Gender Summary information

At the end of **KS1 2018** there were significant differences between the performance of boys and girls, with girls generally out performing the boys:

- Writing (TA) -:
 - Boys 53% achieved expected below national average (NA =63%)
 - Girls 100% achieved expected above national average (NA =77%)
- Reading - All significant groups are in line or above except for:
 - Boys 59% achieved expected below national average (NA =71%)
 - Girls 89% achieved expected above national average (NA =80%)
- Maths - All groups are well above except for:
 - Boys 66% achieved expected below national average (NA =75%)
 - Girls 89% achieved expected above national average (NA =77%)

At the end of **KS2 2018** there were some significant differences between the performance of boys and girls in all subjects but particularly in writing were girls performed significantly better than the boys. Girls made better progress from KS1 to KS2 in reading and writing whereas boys made significantly better progress in maths.

Writing (TA) -

- Boys 69% achieved expected below national average (NA =72%)
Progress score of -2.13
- Girls 92% achieved expected above national average (NA =85%)
Progress score of -0.22
- Writing (GPS)
 - Boys 78% achieved expected above national average (NA =73%)
 - Girls 96% achieved expected above national average
(NA =82%)
- Reading
 - Boys 81% achieved expected above national average (NA =72%)
Progress score of +0.04
 - Girls 96% achieved expected above national average (NA =79%)
Progress score of +0.91
- Maths
 - Boys 83% achieved expected above national average (NA =75%)
Progress score of +1.04
 - Girls 92% achieved expected above national average (NA =76%)
Progress score of -1.14

Challenges and actions:

End of KS1

- Girls significantly out performed boys
- Staff are aware of this and are ensuring boys are supported and challenged there is also ongoing staff training and support in Singapore Maths, Reading and Writing for staff.

End of KS2

- In all subjects the girls out performed the boys whereas girls outperformed the boys in reading. A programme of interventions are in place across KS2 to address this. Maths, Reading and Writing are key actions within our School Plan and is also a whole school objective for Appraisal .
- A variety of strategies are now in place to raise the standard of calculation and problem solving skills in Maths. Singapore Maths training and support for staff is ongoing to ensure that boys achieve well in Maths and that girls make greater progress in maths.
- A number of strategies are also in place to engage boys in reading and writing
- We involve and consult pupils, families and communities from both genders on issues that might affect pupil achievement or wellbeing. This includes: Pupil Forum and questionnaires; Parent forum and questionnaires; School Council; Parents' Evenings; Family Impact in Learning Sessions.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment e.g Vans R Us workshops the YES programme..
- We are developing particular initiatives to tackle attitudes to school and learning, for example by engaging with fathers and drawing them into school life. Saturday Dads' Club
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress. Impact in Learning Workshops

How we foster good relations and promote community cohesion:

- We ensure we respond to any bullying or harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.

What has been the impact of our activities? What do we plan to do next?

- Both genders are treated equally in our school and seen as unique individuals.
- Girls and boys are given equal, although not always the same, opportunities to take part in extra-curricular activities.
- Boys and girls are given access to materials that motivate them to write.
- Our incidents of bullying due to gender are extremely low.
- No child has ever been denied access to an appropriate activity due to his/her gender.

All children are fully integrated into the life of the school

Gender identity or reassignment

Summary information

- Although it is rare for pupils to undergo a process of gender reassignment, when this happens it will always be managed with care and sensitivity.
- If there was a case of gender reassignment amongst staff or families we would manage this with care and sensitivity.
- We would not directly raise the issue of gender reassignment through the curriculum or PSHE.

Pregnancy and maternity

Summary information

This is not applicable to the pupils of our school.

Religion and belief

Summary information

- As a Catholic School we celebrate and practise our faith. We acknowledge the diversity of other faith backgrounds and respect the religious beliefs and practices of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.
- There are no significant inequalities, including those in relation to attainment and progress, between children of different faiths.
- There are no issues related to good relations between pupils who share a religious faith or other belief and others.
- Parents of children from all faith backgrounds are consulted in the same way as all parents, eg through questionnaires, forums etc

How we advance equality of opportunity:

- Our faith teaches that all are equal in the sight of God and so are treated equally.
- Our pupils take part in the Schools Linking Network to encourage them to build their sense of identity and belonging and to show awareness and understanding of other faiths.

How we foster good relations and promote community cohesion:

- At Sacred Heart Primary we promote the spiritual, moral, social and cultural development of all pupils. This allows each child to celebrate and reflect on his/her own faith and to develop a growing awareness and tolerance of the faith and beliefs of others.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Through collective worship and assemblies we promote an understanding and tolerance of all other religions. We arrange visits to other local faith communities and invite representatives to come and speak to the children.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-semitism and Islamophobia.
- Our Y4 pupils take part in the Schools Linking Network programme which allows them to spend time with children from other schools whose pupils are of other faiths.
- Our Y2 pupils visit a local mosque as part of their Other Faiths Work.

What has been the impact of our activities? What do we plan to do next?

- We do not have any recorded incidents of bullying due to religion or beliefs.
- No child has ever been denied access to an activity due to his/her religious beliefs.
- All children are fully integrated into the life of the school.
- Through the curriculum, topics, community cohesion activities and curriculum alive days, we actively raise the profile of figures from other faiths.

Sexual orientation

Summary information

- As a school we do not tolerate the use of inappropriate language with regard to sexual orientation. See our Anti-Bullying Policy for further detail.

Part 3: 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 of equality issues, learn about the impact of our policies, set equality objectives and improve what we do.

Record of consultation and engagement

| Date | Who we consulted | How |
|-------------------------------|------------------|--|
| November 2018 | Staff | SLT meetings with SENCO, staff meetings. |
| December 2018 | Governors | Governing Body committee meetings – finance and premises, curriculum and representatives of those committees to look at plan in detail |
| October 2016 February 2018 | Parents | Discussions with parents. Parent Questionnaire |
| December 2018 | Pupils | Pupil Voice Meetings |

Part 4: Record of how we have considered equality issues when making decisions

- When writing or reviewing school policies and creating our School Plan we consider any equality issues that have arisen from data analysis or consultation with pupils, families and communities.
- The attainment of boys in writing for instance, is now a key target in our current School Plan.

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To ensure that the outcomes for boys in reading, writing and maths are closer to the girls' attainment and national average in KS1 and closer to girls' in KS2.

Equality objective 2:

To ensure that the progress of girls from KS1 to KS2 is closer to national average in maths.

Equality objective 3:

To ensure that at the end of KS1 White Other attainment in reading and Maths is closer to that of other children and in KS2 White Other attainment in writing is closer to that of other pupils.