

# Equality information and equality objectives for Highlees Primary School

## The public sector equality duty (PSED)

The Equality Act 2010 introduced a single equality duty for public bodies, including schools, and which extends to all 'protected characteristics' – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

(It should be noted that age is a relevant characteristic for schools when considering their duties as an employer but not in relation to pupils.)

The PSED replaces the previous statutory duties for schools on race, gender, and disability.

There are two kinds of duty that schools must meet: the general duty and the specific duties. The general duty is the overarching legal requirement.

## The General Duty

Schools have a general duty to have due regard for the need to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality 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.

These are known as the three aims of the equality duty.

All schools must have 'due regard' to the three aims of the equality duty. Therefore whenever significant decisions are being made, or policies being developed or reviewed, the school will consider carefully the equalities implications.

## The specific duties for schools

The specific duties are meant to help schools fulfil their obligations under the general duty.

The emphasis is on transparency - making information available so that the school's local community can see how the school is advancing equality in line with the PSED, and what objectives it is using to make this happen.

Schools have two specific duties:

- To publish **equality information** which shows compliance with the duty (by 6 April 2012 and at least annually thereafter)
- To prepare and publish **one or more specific and measurable equality objectives** that will address key equality challenges (by 6 April 2012, and at least every four years thereafter).

# Introduction

Within the TEFAT community it is accepted that every person is equally important and that no one has the right to harass, insult, attack, or cause offence to any other person for any reason. All members of the trust are individuals, but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person (Equality and Diversity Policy – TEFAT)

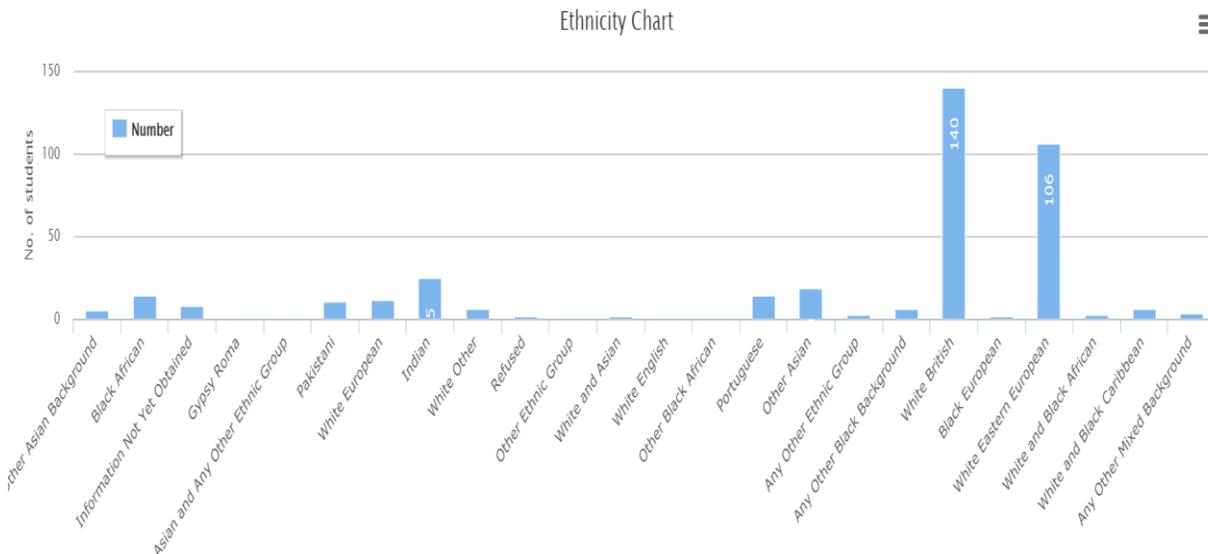
Highlees Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

'The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.'

## Information about the school

### Context (September 2015)

- Highlees is a larger than average primary school and there are currently 398 pupils on role.
- Mobility at the school is high and this is resulting in an ever changing community.
- There are currently 32 languages represented within the school.
- 31% of pupils are eligible for free school meals.
- 47% are eligible for pupil premium.
- 44% are girls and 55% are boys.
- 0.2% have a disability (hearing impairment)
- 10% SEND, 8% SEN Support and 2% EHC Plan/ Statement
- There are currently 3 recorded religions/beliefs. Christian, Muslim and Hindu.
- Ethnicity Profile (see below)



# How does Highlees Primary School comply with the PSED?

## Introduction

The school follows The Elliot Foundation Academy Trust's Equality Policy (available on our website) that makes explicit the Trust's and school's commitment to actively promoting equality of opportunity for all.

In addition, the Inclusion Team (AP for Inclusion, SENCo & EAL Leader) makes a significant contribution to promoting equal opportunities and directly intervenes to actively promote equal opportunities. Furthermore, the creation of an EAL mentor role that directly teaches and supports EAL learners, and conducts a thorough induction and timely follow up process for each pupil, has contributed significantly to the learning and well-being of pupils. Highlees is focused upon ensuring that its response to the PSED is significant and effective.

## Examples of what we do to eliminate discrimination, harassment and victimisation.

Highlees is a larger than average primary school with a mixed, diverse, multi-faith, multi-ethnic student population. Close tracking of all student outcomes takes place in a structured, systematic way and where this reveals underachievement, low attainment or concerns about specific groups or individuals the school intervenes.

- We do not tolerate any form of unlawful discrimination, harassment or victimisation, or any type of bullying related to protected characteristics.
- Staff are trained to know how prejudice-related incidents should be identified, assessed, recorded and responded to. Teachers are aware of how they should respond to any learner who uses racist, sexist, homophobic or other derogatory language.
- We keep a record of all equality-related incidents and report to governors on these and how we have responded to them.
- We regularly review data on prejudice-related incidents, to identify any patterns. This helps us to identify any concerns and take action to reduce such incidents,
- Governors take into consideration equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- Our admission arrangements are fair and transparent. In developing them we have considered equality issues to ensure that any prospective pupils are not treated less favourably on the grounds of any protected characteristic.
- We endeavour to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- Our school behaviour policy addresses all types of bullying and harassment, including that related to protected characteristics.
- Our approach to promoting pupil's spiritual, moral, social and cultural (SMSC) development emphasises values such as respect, kindness and empathy. This is key to how we promote positive relationships and prevent discriminatory and prejudiced attitudes.
- Our home-school agreement sets out the standards of behaviour we expect from all pupils, including respect for others.
- Exclusions are monitored for any evidence of over-representation of particular groups, or bias that might influence the cause of the exclusion or its duration.
- Our complaints procedure sets out how we deal with any complaints relating to the school.

- We do not discriminate against staff in relation to recruitment, terms and conditions of employment, promotions, transfers, dismissals, or leave and disciplinary procedures because of any protected characteristic.
- All staff at the school have the right to work without fear of discrimination, harassment or victimisation. All staff have the responsibility to ensure that the rights of others are protected, and to record any incident of prejudice or discriminatory behaviour using appropriate referral procedures.
- We have a Safe Working Practices for Staff (incorporating HCC Model Code of Conduct) policy that sets out the standards of professional behaviour expected from all members of staff.
- Monitoring, evaluation and analysis of data takes place across the school and is used within the improvement cycle at each key stage. Monitoring takes place at least three times a year and positive action taken to rectify any disadvantages that are revealed. RAISEONLINE data (unvalidated published in the Autumn Term) including groups, is tracked over time and used to form judgements for key areas of improvement and development. This information is used to formulate a prioritised action plan (RAP) for the next academic year and on going monitoring informs the termly operation plan (TOP).
- Close tracking of attendance, behaviour and incident data is used to identify whether any groups are overrepresented. We utilise translators and technology to support meetings with parents and families.
- Strong links with external agencies ensure the provision of appropriate and effective support for children with disabilities and/or learning difficulties. We have created a colour coded, numerical system when reporting to parents to improve access to the information within our diverse, ever changing community. In addition the school maintains a record of incidences of prejudice and reports this information to the Local Authority on a termly basis. All incidents are reported to parents - both the victim and culprit.

### Other activities the school has utilised recently to eliminate discrimination, harassment and victimisation.

- The PHSE curriculum is reviewed at least annually and adapted to meet the needs identified within school.
- School Assembly promotes inclusivity and materials from the Rights Respecting Schools programme are used to support this.
- Autumn Term 2015 Highlees is participating in 'Show Racism the Red Card'
- Annual Anti-bullying week, including cyber bullying takes place annually.
- Where there is a concern for a particular pupil or group the school uses 'Playground watch' as a method of monitoring lunchtime and playtimes.
- The Safeguarding team meet regularly to identify vulnerable pupils and tailor support where necessary. Learning Mentors support both victims and aggressors on specific programmes.
- Translators attend meetings where appropriate.
- E-safety

### Examples of what we do to advance equality of opportunity

The school is committed to advancing equality of opportunity between people who share a protected characteristic and people who do not share it and has put a range of approaches in place to ensure that this happens.

- We ensure equality of access for all learners to a broad and balanced curriculum relevant to pupils' diverse needs.
- Learners are encouraged to participate in all areas of school life. We ensure that learners with difficulties that affect their learning, behaviour and social and emotional development are appropriately supported so that they have access to all the learning and social opportunities that the school offers.
- In planning work and activities, staff assess the possible impact of what is planned for different individuals and groups, and make any appropriate changes and adjustments to ensure access, participation and learning for all learners.
- Data is gathered regularly on all aspects of learner achievement and attainment. It is analysed in relation to different groups of pupils: gender, ethnicity, SEN, disability, looked after pupils and eligibility for free school meals. If any groups of learners are seen to be making slower progress or doing less well than we expect, action is then taken to investigate the factors behind this, and develop interventions where appropriate.
- We monitor the attendance and punctuality of different groups of learners and address any issues promptly to ensure equality of access to learning.
- The Inclusion Team meet annually to audit cohesion, equality and diversity and work with the Assistant Principal for Attendance, Behaviour and Extended Schools to implement plans to eliminate discrimination, advance equality of opportunity and foster good relations between all stakeholders and members of the school.

### **Disability**

- Identify any particular challenges or barriers you are aiming to address in relation to the needs of pupils with disabilities and/or special educational needs.
- We have a special educational needs policy that outlines the provision the school makes for pupils with disabilities and special educational needs.
- Our accessibility plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- 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.

### **Ethnicity and race**

- Identify any particular challenges you are aiming to meet in relation to narrowing gaps in attainment, progress and participation (e.g. attendance) of particular groups of pupils.
- We monitor the attainment and progress of all our pupils by ethnicity.
- 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.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.
- Regular parental events involving all communities, communications are translated into different languages and a translator is also available.

## **Gender**

- Identify any particular challenges you are aiming to address in relation to boys' and/or girls' achievement.
- 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 identify and address any 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 out-dated images and ideas about careers and employment.
- We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling lower gender representation in subject and career choices.
- We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with fathers and drawing them into school life.
- 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.
- Improved participation of girls in sports teams e.g. football, hockey.
- The school positively encourages children to engage in a wide range of clubs and activities to minimise gender stereotyping.

## **Gender reassignment**

- Where a pupil is considering gender reassignment, the school will aim to handle any issues that arise in a sensitive manner. Any incidences of transphobic bullying will not be tolerated and recorded following the guidance.
- We have taken steps to ensure that staff understand the nature of gender variance, its biological influences and how it differs from sexual orientation.
- We recognise that all gender variant children should be supported and protected whether or not they undertake transition.
- We understand that transgender pupils who are entering puberty may experience intensifying stress, which may have a negative impact on their schoolwork. We take steps to provide appropriate and sensitive support to ensure that learning is not disrupted.
- We ensure that transgender staff are safe and comfortable in the school environment

## **Pregnancy and maternity**

- Identify particular challenges you are aiming to address in relation to the needs of pupils who are pregnant or who have recently had a baby.
- We are aware of the particular challenges and barriers pregnant pupils and young mothers' experience, including continuing with and returning to learning.
- We aim to provide sensitive and appropriate support to any pupil who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate.
- We aim to provide information to pregnant pupils, and their parents and carers where appropriate, about health and other services in the local area and how to access them.

- We take into account the wishes of pregnant pupils to return to learning when they have had their babies.
- We provide suitable education to meet pupils' needs, such as setting and marking work while the pupil is not attending school.
- We work with other agencies to enable pregnant pupils and young mothers to reintegrate into school, including through provision of a reintegration plan.
- We ensure that a pupil who becomes pregnant is entitled to authorised absence to cover the time immediately before and after the birth of her child.
- Add a statement on any positive outcomes that have been achieved in relation to this protected characteristic.

### **Religion and belief**

- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We aim to tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life.

### **Sexual orientation**

- Identify particular challenges you are aiming to deal with in relation to gay, lesbian and bisexual pupils.
- Our school ethos emphasises that we celebrate difference and diversity to enable pupils to develop understanding and respect for one another.
- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We have carefully considered how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity.
- We ensure that gay, lesbian and bisexual staff of staff feel comfortable, and are supported to be open about their sexual orientation.

### **Practical examples of the school putting equality of opportunity into practice are:**

- Observing and supporting religious celebrations - when children were fasting for Eid they were supported during the day and given a place to sit quietly and reflect.

### **Examples of what we do to foster good relations between different groups**

The school adopts a wide range of approaches to foster good relations across all characteristics. Some specific examples are as follows:

- Induction meetings with all new arrivals to the school and follow up meetings to address any concerns and answer any questions.
- The school is committed to establishing strong partnerships and links with the community. Examples of this are; Gospel Choir, Kingsgate Church Assemblies, Assemblies linked to wider events.
- Multilingual staff lead sessions within the Hub to encourage engagement from within the diverse community.

- Academic based Celebration Events take place in the Hub to encourage parental engagement involving multilingual staff to further encourage the wider engagement of the community.
- Children talk about the importance of valuing each others differences through assemblies, celebrations, PHSCE lessons. Children are taught about diversity, racial discrimination and equality. A zero tolerance is taken ensuring a reduced number of racial incidents.
- Annual International Day event.
- High probability is resulting in the school being an ever changing population. Developing cohesion between pupils is a priority.
- Make reference to the school's statement of ethos and values, and how this reflects a commitment to developing positive relations and respect for difference and diversity.
- Make reference to the school's commitment to the promotion of pupils' spiritual, moral, social and cultural (SMSC) development, and how this links closely with the requirement to foster good relations.
- We are committed to prepare our learners for life in modern Britain, and we ensure that there are activities and opportunities across the curriculum that develop pupils' understanding, skills, positive attitudes and respect towards different faiths and cultures.
- We have a planned programme of assemblies that further support pupils' SMSC development, including valuing and respecting others and challenging stereotyping and inappropriate attitudes and behaviours.
- We use materials and resources that reflect the diversity if the school population and local community in terms if ethnicity disability, gender, sexual orientation and religion and belief. We believe all learners should see non-stereotyped and positive role models and images of people from diverse groups.
- We ensure that our resources and curriculum activities include the contribution of different cultures to world history.
- Provide examples of particular initiatives such as: visitors to school, global links, local school linking, Rights Respecting School Award, international evenings, parental involvement initiatives etc.

### **Disability**

- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We take part in events, such as Disability History Month, that celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- Add a statement on how the school tackles bullying or harassment on the basis of special education need or disability.
- We celebrated the achievements of the 2012 Paralympics with an assembly presented by Sam Ruddock, 2012 Paralympian and Athletics Mentor, which was a great success in developing positive attitudes and respect.

### **Ethnicity and race**

- We ensure we respond to any racist bullying or harassment in line with the school policies
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events such as international evenings.
- We take part in events such as Gypsy Roma Traveller History Month, Black History Month and Refugee Week.

- Add information on any other particular initiatives that have been successful in developing positive attitudes and respect.

### **Gender**

- We ensure we respond to any sexist bullying or sexual 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.
- We ensure that positive, non-stereotypical images of women and men, girls and boys are used across the curriculum.
- Add information on any other particular initiatives that have been successful in developing positive attitudes and respect.

### **Gender reassignment**

- We aim to tackle all incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.
- All staff, including lunchtime supervisors and teaching assistants, have received information and training in how to deal with transphobic language and bullying.
- Our curriculum, including PSHE, encourages pupils to develop understanding of and respect for difference, and challenge negative stereotypes.
- We take part in Lesbian Gay Bisexual Trans History Month to celebrate the lives and achievements of the LGBT community.

### **Pregnancy and maternity**

- We ensure we respond to any bullying of pupils who are pregnant or who have recently had a baby in line with the school's anti-bullying policy.
- Our PSHE curriculum encourages pupils to develop understanding of the experiences of young parents and challenge negative stereotypes.
- Add information on any other particular initiatives that have been successful in developing positive attitudes and respect.

### **Religion and belief**

- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- Our RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We tackle any incidents of bullying or harassment on the basis of faith and belief, in line with the school's anti-bullying policy.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.
- Add details of particular initiatives, such as collective worship, assemblies and visits to local faith communities that have been successful in developing positive attitudes and respect.

### **Sexual orientation**

- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and elsewhere.
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's okay to be different.

- All staff, including lunchtime supervisors and teaching assistants, have received information and training in how to deal with homophobic language and how to work positively with different families.
- We participate in award and accreditation schemes such as Stonewall School Champions.
- Posters and pictures around the school are selected to reflect the full range of families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.
- We take part in Lesbian Gay Bisexual Trans History Month to celebrate the lives and achievements of the LGBT community.

Lesbian Gay Bisexual Trans History Month	February	<a href="http://lgbthistorymonth.org.uk">lgbthistorymonth.org.uk</a>
Gypsy Roma Traveller History Month	June	<a href="http://grthm.natt.org.uk">grthm.natt.org.uk</a>
Refugee Week	15 <sup>th</sup> -21 <sup>st</sup> June 2015	<a href="http://www.refugeeweek.org.uk">www.refugeeweek.org.uk</a>
Black History Month	1 <sup>st</sup> -31 <sup>st</sup> October	<a href="http://www.blackhistorymonth.org.uk">www.blackhistorymonth.org.uk</a>
Anti-bullying Week	16 <sup>th</sup> -20 <sup>th</sup> November 2015	<a href="http://www.antibullyingweek.co.uk">www.antibullyingweek.co.uk</a>
Anti-bullying Month	2 <sup>nd</sup> -27 <sup>th</sup> November 2015	<a href="http://www.antibullyingweek.co.uk">www.antibullyingweek.co.uk</a>
UK Disability History Month	22 <sup>nd</sup> November – 22 <sup>nd</sup> December	<a href="http://ukdhm.org">ukdhm.org</a>
Show Racism the Red Card		<a href="http://www.srtrc.org">www.srtrc.org</a>

## Highlees equality objectives

Under the public sector equality duty (PSED) the school is required to set measurable equality objectives by 6<sup>th</sup> April 2012.

### Objective 1

To advance equality of opportunity by improving progress and attainment of disadvantaged pupils (KS1 and Y3 in particular) in order to close the progress and attainment gap in comparison to pupils who are not disadvantaged.

Key Stage 1 Indicator	2015 Outcome for PP (%)	2015 Outcome for non PP (%)	2015 Gap (%)
Phonics Check 2015 (pass mark estimated at 32)	28.57	53.66	-25.09

**Awaiting data from RAISEONLINE for attainment gap for Reading, Writing and Maths**

### Objective 2

To advance equality of opportunity by improving progress of SEND pupils (KS1 and Y3 in particular) in order to close the progress gap in comparison to all pupils. (It should be noted that this recently was identified priority by Ofsted (May 2015) and will form part of the Raising Attainment Plan for 2015-16.

Progress gap between All and SEND pupils 2014-2015

YEAR GROUP	ALL PUPILS			SEND			2014-15 GAP		
	R	W	M	R	W	M	R	W	M
Reception	5.5	4.8	5.1	4.0	3.5	4.0	-1.5	-1.3	-1.1
Year 1	6.3	5.7	5.6	4.5	1.5	2.5	-1.8	-4.2	-3.1
Year 2	4.8	4.3	4.0	3.8	3.9	4.3	-1.0	-0.4	-0.3
Year 3	6.7	4.9	5.8	5.7	4.2	2.7	-1.0	-0.5	-3.1
Year 4	7.1	6.7	7.4	6.3	6.3	8.5	-0.8	-0.4	+1.1
Year 5	7.2	7.2	9.8	4.6	8.3	6.0	-2.6	+1.1	-3.8
Year 6	3.8	5.4	4.9	3.0	6.0	3.0	-0.8	+0.6	-1.9

### Objective 3

All staff and Governors will receive information and training on the Equality Act 2010, and our shared responsibilities within it by April 2016. As a result of the training, staff will indicate in their evaluations that they have improved their understanding of equalities and the statutory requirements for schools.

Objectives will be reviewed annually - the next date for review is September 2016.