

STANLEY PARK JUNIOR SCHOOL



Public Sector Equality Duty

Mission Statement

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school."

Policy agreed by Governing Body: July 2017

Next review date: July 2018

(Objectives will be reviewed July 2019)

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

We recognise our duty to fulfil our responsibilities under the Public Sector Duty with regard to our whole school community.

We will have due regard to the need to:

- Eliminate discrimination harassment, victimisation and any other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

This statement publishes information which demonstrates how we are complying with those three elements of the Public Sector Equality Duty and publishes specific and measurable Equality Objectives.

The following information is only concerned with our obligations to pupils (and prospective pupils).

Equality Information

- Number of pupils on roll at the school: 360
- Age of pupils: 7 - 11 years of age

Information on pupils by protected characteristics

The Equality Act 2010 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.

In order to ensure that all pupils are protected from discrimination, the school collects information on the following protected characteristics:

- Race
- Disability (The 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'.)
- Sex
- Religion or belief
- Sexual orientation

- Pregnancy and maternity

Gender reassignment

Age and Marriage and Civil Partnership are protected characteristics. We do not collect data but it is important to recognise that equality protection needs to be extended to the children's family and the wider community.

We do not feel it is appropriate to collect information from pupils in relation to some protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of pupils

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

- Pupils eligible for Free School Meals (Pupil Premium)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group, such as Fair or Circus families
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is less than 1% of our roll (namely 4 children) and the information is sensitive personal information. In these cases we have indicated this by an asterisk (*) and no percentage is published. Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong.

Race / Ethnicity

Race/Ethnicity	% of school roll
Any other Asian background	6.11
Any other Black background	(*)
Any other White background	2
Any other ethnic group	(*)
Any other mixed background	3.8
Bangladeshi	1.4
Black - African	1.66
Black Caribbean	1.4

Chinese	1.66
Gypsy/Roma	(*)
Indian	6.9
Pakistani	1.9
Refused	(*)
Traveller of Irish heritage	(*)
White - British	65.2
White - Irish	(*)
White and Asian	2.5
White and Black African	(*)
White and Black Caribbean	3.05

Gender:

Male	Female
43 %	57%

Religion of belief

Religion or belief	% of school roll
Buddhist	(*)
Christian	37.7
Hindu	7.7
Jewish	(*)
Muslim	9.7
Sikh	(*)
No Religion	35
Other Religion	1.39
Refused	(*)
Roman Catholic	5.55

- Pupils eligible for Free School Meals (FSM) : 9.2%
- Pupils with Special Educational Needs (SEN): 9.7%
- Pupils with English as an Additional Language (EAL): 19.6%
- Pupils with a Traveller heritage who are highly mobile but not from a minority ethnic group, such as Fair or Circus families: (*)
- Young carers: (*)
- Looked after children: (1.67%)

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Stanley Park Junior School. By having 'due regard', it ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

Eliminating discrimination and other conduct that is prohibited by the Act

We eliminate discrimination by

- Adoption of Single Equality Scheme
- Implementation and review of our inclusion policy
- Reporting, responding to and monitoring all racist incidents
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of all parents/carers and pupils in school development (eg through surveys)
- Listening to parents/carers at coffee mornings, parents evenings, comments in home-school books, etc. also active participation of parent Governors.
- Listening to pupils at all times, and especially through the School Council.

Attainment of groups of pupils is analysed on a termly basis and presented to the Governing Body.

Actions related to analysis of vulnerable groups are identified each term and evaluation of annual progress informs future changes to provision. This is monitored through the Curriculum Committee. We will also include information about the steps we have taken in response to our analysis of the available data..

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relationships by:

- Ensuring that equality and diversity are embedded in the curriculum and in the act of collective worship [and assemblies] e.g. a robust R.E. curriculum that provides extensive opportunity to understand and reflect on different faiths and beliefs; opportunities to share different festivals e.g. Diwali, Ede, Sukkot ; also celebrating success of a variety of role models
- We foster good relations by providing enrichment opportunities e.g. International Evening, synagogue visits, church visits, authors, musicians, actors, Olympic athletes, a variety of external trips that extend an understanding of positive role models and events.
- Ensuring that Stanley Park Junior School is seen as an active school within our local community e.g. maintaining an allotment, singing in the community, regular visits to a local care home, fund-raising initiatives for a variety of charities.
- We embed a commitment to the child's role in the world e.g. recycling, energy monitoring, care of the environment and wildlife (Green Zone).

Providing a variety of extra-curricular and cross school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sports matches, Top of the Form, science and technology days.

Evaluation of Current Provision

1. The curriculum at KS2 provides appropriate learning opportunities for all children
2. The R.E. curriculum is led by a specialist teacher who ensures children are inspired to celebrate diversity and show respect for all faiths. Children recognise that their own views are important, whether they have a specific faith or not.
3. The School Codes of Behaviour promote the expectation that we are all Responsible Citizens. Children collect sunshine points that recognise their commitment towards this aim. Children respond well towards this expectation. Each term, children are nominated for a Service to Others Award.

4. Tracking of pupil progress ensures that all groups of children are monitored and appropriate provision is put in place where necessary e.g. financial access to clubs, resources and enrichments.
5. All incidents of bullying or racism are dealt with quickly and appropriately in line with our policies.
6. Children with medical disabilities are identified and specific care plans are set up by the school nurse to enable access to the curriculum and safe inclusion to all enrichments. Specific staff training is provided too.
7. Children identified with Special Educational Needs are provided with SEN support plans that ensure access towards learning and appropriate external advice and support that insures access to social inclusion and learning.
8. All children have an opportunity for a leadership role within the school i.e. opportunities are open to pupils in all year groups, for example: sports leaders, ICT reps, mini mentors, eco reps, school council reps and Year 6 monitors.
9. Governors play an active role in ensuring policies provide equality of opportunity.

Consultation

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our equality objectives and improve what we do as a school.

We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys on specific issues
- Open door policy
- Opportunities for appointments with members of staff
- School newsletter
- Letters home (by email or hard copy if preferred)
- Website
- School Council
- Parents' evenings
- Coffee mornings where parents lead the agenda.
- Curriculum evenings

- Family evenings

We publish a record of consultation and engagement on the school website

Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues considered	Action taken or changes made
March 2013 - updated annually June 2017	Equality statement	Agreed to publish this statement on the school website	Set limit for publishing of more than 1% of school roll (i.e. 4 children) in line with DofE guidance to not publish if it relates to 3 or fewer pupils.
March 2013	Inclusion policy	Governors approved the updated Inclusion policy and were reminded of their duties under the Equality Act	Published on website
June 2017	Development of new entrance	Consideration given to best way to allow access for people with a physical disability	Range of plans considered to enable best access into the school for all members of our school community.

Stanley Park Junior School's Equality Objectives July 2017

These are our two specific and measurable Equality Objectives. They are based on our analysis of data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective 1

- We will aim to embed the British Values across the school with a particular focus on Individual Liberty, mutual respect and tolerance of those of different faiths and beliefs.

We will do this by:

- sharing British Values with the whole school including parents, staff, children and Governors. This will be a regular feature of the Curriculum Committee. We also wish to renew our vision and values document to ensure that British Values is a part of what we value at SPJS.
- Embedding a variety of learning opportunities that reflects the school and local community interests, culture, beliefs and learning styles

Target:

All children will be able to share what British Values mean and can explain how it relates to them at school (especially in relation to individual liberty and mutual respect and tolerance of those with different faiths and beliefs or those without faith).

Equality Objective 2

We aim to monitor all learning resources during the review of the curriculum to ensure that they do not reinforce stereotypes, and that they provide equality of opportunity, including trips, visits and workshops.

We will do this by:

- Reviewing the trips that children participate in ensuring that it covers a wide range of activities and places so that it teaches children about the differences in our local community.

Target:

- During a pupils time at SPJS pupils will have an opportunity to visit different places of worship linked to the area studied in the RE curriculum.
- All pupils feel valued and their individual liberty is celebrated.

This statement will be up-dated annually.

These objectives will be evaluated every two years and will be up-dated by July 2019.