

South View Community Primary School

Public Sector Equality Duty: Meeting the needs of all members of the school community



SCHOOL POLICY STATEMENT ON EQUALITY AND COMMUNITY COHESION

South View Community Primary School is committed to equality, both as an employer and a service-provider and we carry out our day to day work through our values:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place 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 pupil's 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 and House Captains.
- 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 set our Accessibility plan objectives for a 3-year period and review the progress annually. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year 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, and reduce or remove them. We also welcome 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 cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled, or who are in the process of being diagnosed as disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.
- Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

The Equality Act 2010 requires us to publish information that demonstrates that we 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.

At South View Primary School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

PART 1: INFORMATION ABOUT THE PUPIL POPULATION AND THEIR ACHIEVEMENTS COMPARED TO NATIONAL WHERE AVAILABLE

Number of pupils on roll at the school: 412 (As of December 2024)

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.

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: 22 SEN Support and 15 EHCPs

There are pupils at our school with different types of disabilities and barriers to learning. These include but are not limited to:

1. Asthma & Eczema
2. Physical Disability
3. Attention Hyperactivity Deficit Disorder
4. Autism
5. Speech, Language and Communication difficulties
6. Allergies
7. Hypermobility
8. Specific Learning Difficulty
9. Dyslexia
10. Diabetes

Pupil Data on SEN (Correct as of December 2024)

	No of School Pupils	% of school population
No identified as SEN (without an EHCP)	22	5.33%
No identified as SEN (with EHCP)	15	3.64%

Pupil Data on Gender (Correct as of December 2024)

	No of pupils	% of population
Female	191	46.36%
Male	221	53.64%

Pupil Data on Ethnicity and Race (Correct as of December 2024)

	Boys	Girls	Total		Boys	Girls	Total
White British	183	158	341	Indian	0	1	1
White Other	16	11	27	Not-Specified	1	0	1
Other Mixed Background	2	2	4	Other black	2	2	4
White and Black Caribbean	2	3	5	Other Black African			0
Asian and any other ethnic group	2	3	5	White and black African	3	3	6
Refused	0	1	1	White European	0	0	0
White and Asian	1	4	5				
Black African	6	3	9				
Pakistani	0	0	0				
White Eastern European	1	0	1				
Any other mixed background	1	0	1				
Black and any other ethnic group	0	0	0				
Chinese	1	0	1				

Pregnancy and Maternity (Correct as of December 2024)

Pupils who are pregnant	0	Pupils who have recently given birth	0
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Religion and Belief (Correct as of December 2024)

Christian	120	Jewish	0	Other	2	No Religion	247
Hindu	0	Muslim	5	Catholic	21	Not specified	15
Buddhist	0	Sikh	2				

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 Data on English as an Additional Language (EAL) (Correct as of December 2024)

	Boys	Girls	No. of Pupils	% of the school population
No. of Pupils who speak English as an additional Language	22	10	32	8%

Pupil Data on Pupils from low-income backgrounds (Correct as of December 2024)

	Boys	Girls	No. of Pupils	% of the school population
No. of Pupils eligible for Free School Meals (+EFSM)	54	48	102	24.75%

PART 2: OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about.

We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school.

SDP Priorities:

Priority 1 – To develop a long-term knowledge retention strategy where pupils revisit the key content they need to retain, remember it over the long term and use it again.

Priority 2 – *To further adapt our teaching methods to meet the needs of ALL pupils, particularly those who are disadvantaged, have SEND needs or are of high ability using formative assessment, checking on progress in lessons carefully and ensuring pupils are moved on to new learning when they are ready.*

PART 3: HOW WE HAVE DUE REGARD FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
2. Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels
4. We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors in the headteacher's report.
5. We record any racist or homophobic incidents and act upon any concerns and report this to the LA and the Governing body on a termly basis
6. The Leadership Team of the school is concerned with closing gaps, this is reflected in the school's values.
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
9. We provide training to all staff in relation to dealing with bullying and harassment incidents.
10. We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.

Under the Equality Act 2010, we are also required to 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.

Disability		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>When required we gain external advice and support for many different professionals (<i>including community paediatrician, speech and language therapists, occupational therapists, educational and clinical psychologists, LAC professionals, social services, Healthy Minds, CAMHS, domestic violence team and the local police</i>)</p> <p>We promote positive links with our parents.</p> <p>We provide a wide range of resources stored in an easily accessible central location (the intervention areas).</p> <p>We provide training for staff as the need arises.</p> <p>We set targets with parents to ensure children with barriers to learning esp. disabilities make good progress.</p> <p>There are designated Governors for SEND and Child Protection.</p> <p>Specific targeted support where appropriate identified through Pupil Progress and Evaluation Meetings.</p> <p>Annual reviews of EHCPs.</p> <p>We have a learning mentor to support children with social, emotional and mental health issues.</p> <p>Our assemblies cover school values such as friendship, anti-bullying and tolerance.</p> <p>Liaising and working in partnership with a number of professional organisations.</p>	<p>Our school admissions criteria welcomes all pupils.</p> <p>We work with private nurseries ensuring transfer into Reception is effective & as smooth as possible</p> <p>We liaise with the specialist teaching team who can provide strategies for parents for supporting their child.</p> <p>We attend the local SEND briefings and SENDCo cluster meetings.</p>	<p>Ensure our curriculum covers disability and our environment reflects the diversity of our pupils.</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Effective inclusion of children with disabilities.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Monitoring children with specific difficulties as a separate 'group' alongside SEND, vulnerability, FSM etc. Provide more support for families. Work with parents to produce easily accessible information about SEND to put on the website.

Ethnicity & Race inc. EAL learners: We are committed to working for the equality of all ethnic groups

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We identify appropriate provision and then monitor its impact.</p> <p>We set targets to improve the attainment and progression rates of particular groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p> <p>We have members of staff trained to support EAL children and objectives to track their progress.</p>	<p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p> <p>We invite in visitors from other cultures to enable the children and parents to ask questions.</p> <p>We visit a range of cultural buildings and places to extend our children's experiences of the wider world.</p>	<p>Children experience a positive start.</p> <p>Parents are kept well informed and they attend school events: assemblies, fundraising activities, consultation evenings.</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Next steps:</p> <ul style="list-style-type: none"> To monitor attainment of significant groups as part of our assessment cycle Continue to develop EAL targets to monitor progress for children who are new to English.

Gender: We are committed to working for the equality of both sexes

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</p> <p>The School Council ensures both boys' and girls' views are equally represented.</p> <p>Sports teams: these are equally represented by boys and girls.</p> <p>We have developed our pupil voice in the curriculum to ensure it is meeting the needs of all.</p>	<p>We support all our children in their interests when planning clubs e.g. cheerleading, cookery, science, dance, gardening.</p> <p>We try to ensure we include positive, non-stereotypical images of men & women in the curriculum, and that the history of both genders is explored.</p>	<p>We have developed visions and values where attributes are assigned to gender neutral characters to avoid gender stereotyping.</p> <hr/> <p>Next steps:</p> <ul style="list-style-type: none"> We will continue to seek the views of boys and girls. We will develop teaching to match to the interests and learning styles of these groups.

Religion and Belief: We are committed to working for equality for people based on their religion, belief or non-belief.

How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We support our pupils to build their sense of identity and belonging through our whole school values.</p> <p>We promote inclusion for all our faith groups.</p>	<p>We invite in visitors from other faiths to enable the children to ask questions.</p> <p>We visit a range of religious buildings to extend our children's experiences of the wider world.</p> <p>We follow closely the agreed RE syllabus from Lincolnshire.</p> <p>We recognise and celebrate where appropriate to our context significant religious events from different religions</p> <p>We currently foster positive team work development outside of the classroom through residential visits, class assemblies & theatre productions which allows children to develop in skills outside of just academic.</p>	<p>We had very few recorded racist incidents last year, most were use of offensive verbal terms.</p> <hr/> <p>Next steps:</p> <ul style="list-style-type: none"> Continue to broaden the experiences of the children over the next academic year to involve more trips and visits and to improve the teaching of RE further.

PART 4: CONSULTATION AND ENGAGEMENT

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Regular Questionnaires - pupils, parents, staff
- Parents' Evenings
- Informal morning/end of day chats
- House Team Captains
- School Council
- Press Releases
- Nominations for pupils from pupils in achievement assemblies
- Liaison with local secondary school for transition work.

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 felt it appropriate to have an objective for each group.

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

Equality Objectives				
Date set	Type of Group Objective	Objective	Measure	Proposed Achievement Date
December 2024	<ul style="list-style-type: none"> • Asthma & Eczema • Physical Disability • Attention Hyperactivity Deficit Disorder • Autism • Global Learning delay • Speech, Language and Communication difficulties • Allergies • Hypermobility • Downs Syndrome • Specific Learning Difficulty in Literacy • Dyslexia • Hearing impairment 	To close the attainment gap to National Standards for identified SA children.	Attainment gap is narrower than National Average between children identified as SEND and not.	September 2025
December 2024	Ethnicity inc EAL	To develop a systematic school approach to monitoring significant ethnic groups attainment and progress	Pupil Progress meetings and evaluation meetings will evidence findings from tracking of ethnic groups with regards attainment and progress.	September 2025
December 2024	Gender	<p>To close the attainment gap to National standards for girls.</p> <p>To ensure that all staff have a deeper understanding of LGBT+ issues which they may need to address in Primary school</p>	Attainment gap is narrower than National average for girls.	September 2025
December 2024	Religion and Belief	To have a year cycle in place for assemblies allowing for links with other faiths to be planned also in line with SMSC.	Audit of Religious Education provision within assemblies and lessons is graded as 'Good' by LA, Self-Evaluation of Ofsted.	September 2025