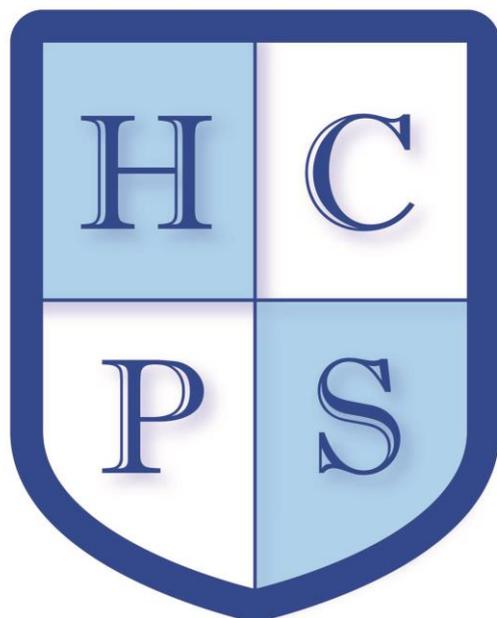


Hunslet Carr Primary School



Equality Information and
Objectives

High expectations
Caring
Positive attitude
Successful

Policy reviewed: June 2018

Next review: June 2020

High Expectations, Caring, Positive Attitudes and Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Our school commitment on equality and community cohesion

We are committed to equality both as an employer and a service-provider:

- 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 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 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 objective 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 that 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
- pupils who have special educational needs
- boys in certain subjects, and girls in certain subjects.

For more information please contact:

Martin Lumb (Headteacher) or Sarah Gardener (Governor)

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Email: martin.lumb@hunsletcarr.co.uk

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.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 468

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.

Gender

Gender		
Gender	Number of Pupils	Percentage of school population
Male	241	52%
Female	227	48%

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: 2

Pupil Special Educational Needs (SEN)		
Provision	Number of Pupils	Percentage of school population
No Special Educational Needs	333	72%
SEN Support	130	27%
Statement	5	1%

Ethnicity

This includes colour, nationality and ethnic and national origins (figures accurate Mar 2018)

Ethnicity				
Main Categories	Micro Categories	Boys	Girls	Total
White British		166	157	323
White Other	Eastern European	7	4	11
	Western European		1	1
	Irish		1	1
Asian or Asian British	Bangladeshi	1		1
	Other Asian	4	4	8
	Other Pakistani	1	1	2
Black or Black British	Any other Black background	3	1	4
	Black African	22	13	35
Mixed	White and Asian	3	5	8
	White and Black African	2	4	6
	White and Black Caribbean	5	5	10
Chinese		1	1	2
Gypsy/ Roma		2	5	7
Unknown	Unknown			
	Refused to Say			

Pupils with English as an additional language (EAL)		
	Number of Pupils	Percentage of school population
Number of pupils who speak English as an additional language	85	20%

Religion and Belief			
Buddhist	2	Sikh	
Christian	65	No religion	286
Hindu		Other religion	36
Jewish		Unknown	
Muslim	30		

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:

Pupils from low income backgrounds		
	Number of Pupils	Percentage of school population
Number of pupils eligible for free school meals at some point over last 6 years	230	59%

Looked after children	4
Adopted or child arrangement orders	0
Young carers	5

Part 2: Our main equality challenges

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

Low Income as defined by the number of children who are eligible for Pupil Premium funding

At present the principle challenge facing the school with regard to equality is the number of children identified as being eligible for Pupil Premium funding – and in particular the 19% who are not eligible, but who live in households in the bottom 10% for deprivation. Significant additional support in and out of the classroom is required to support both sets of these children in order for them to achieve their potential for learning.

We are already developing strategies and interventions to tackle these concerns. Our plans to tackle these inequalities can be found in our School Improvement Plan.

Special Education Needs (SEN)

A further challenge facing the school with regard to equality is the number of children identified with special educational needs – in particular those not yet statemented, or below the statement level, but still requiring significant additional support in and out of the classroom in order to achieve their potential for learning.

Despite the large exterior to our building, within the school environment there are limited resources available, and significant financial budgetary implications to adequately support these pupils.

We are already developing strategies and interventions to tackle these concerns. Our plans to tackle these inequalities can be found in our School Improvement Plan.

Gender

Within a number of the existing year groups, there are more boys than girls. It will be important for the teaching staff, and the governors, to maintain a close eye on the potential impact that this might have, and employ differentiating strategies as necessary.

We are already developing strategies and interventions to tackle these concerns. Our plans to tackle these inequalities can be found in our School Improvement Plan.

- We monitor the attainment of all our pupils by gender.
- We set targets to improve the attainment and rates of progress.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subjects and real life contexts are avoided.

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 that 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. The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

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.

How we advance equality of opportunity:

- 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.
- 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.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that records all incidents of behaviour that does not comply with our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed.
- We have a school anti-bullying policy that sets out how we will eradicate bullying in school.
- 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.
- 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 sets out the steps we will take to make the school accessible to all pupils as far as is reasonably possible.
- Our admission arrangements are in line with Leeds City Council's policy for admitting pupils with Statements.
- Our complaints procedure sets out how we deal with any complaints relating to the school and is published in the staff handbook.
- 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 is published in the staff handbook.
- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned PSHE programme.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- 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 special events for all our community to take part in.
- Resources that provide positive images that reflect the diverse communities of modern Britain support the curriculum.
- We promote British Values.
- The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records.

Disability

We are committed to working for the equality of people with and without disabilities :

- 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.
- As far as is reasonably possible, we are committed to carrying 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. The school recognises the physical limitations of the school environment and takes every opportunity to accommodate individual needs wherever possible and work collaboratively with the Accessibility Officer for Leeds.
- We work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning'.

Gender

- We are committed to working for the equality of women and men.

Part 4: Consultation and engagement

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability and ensure that all pupils are aware of each other's disabilities.

- The support of charitable projects meeting the needs of the diverse communities

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:

- Monthly newsletters highlighting key issues and achievements for the school, encouraging parent and community engagement both with individual pupils and with the school as a whole.
- Open morning sessions are held termly.
- Surveys, questionnaires and verbal consultations.
- Continuous development of the school website.
- Parents evenings and open evening sessions for new families joining the school.
- All policies are available on the school's website.
- The Headteacher will be available to discuss the policy with individual parents, staff, and governors.

Part 5: Consideration of equality issues when making decisions

- Ensure that all curriculum areas make the best possible use of all that is on offer from a cultural and ethnic perspective in our local area, including Leeds, Bradford and York.
- Our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural society.
- To continue to promote collaboration between the different groups and celebrate difference.
- We ensure we respond and monitor 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.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Both male and female parents and carers are involved in the work of the school and contribute to their children's learning and progress (eg clubs, fetes, Tour de Purley etc)

Part 6: 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: Pupil Premium

Action	Success Criteria/ Evidence
Analyse data Ensure all children identified as not making adequate progress are closely monitored by support staff, class teachers, subject leaders. Provision maps created, monitored and updated PP register maintained including identification of pupils and requests for funding	Pupils identified and register up to date Termly Pupil progress meetings Continuous assessment

Equality objective 2: SEN

Action	Success Criteria/ Evidence
Analyse data Ensure all children identified as not making adequate progress are closely monitored by support staff, class teachers, subject leaders. Provision maps created, monitored and updated SEND register maintained including identification of pupils and requests for funding	Pupils identified and register up to date Termly SEND Pupil progress meetings Continuous BSquared assessment

Equality objective 3: Gender

Action	Success Criteria/ Evidence
Tracking of balance of male female pupils and addressing needs through the curriculum Ensure gender stereotypes in all subjects and real life contexts are avoided Identify which boys/girls and how to support to support underachievement	Planning addresses issues that may affect the participation levels of boys and girls in activities Termly Pupil progress meetings Continuous assessment Closing the gap between genders