

Plaistow

Primary School
and Children's Centre



Public Sector Equality Duty

This policy provides information on how Plaistow Primary School and Children's Centre ensures that it meets its statutory Specific Equalities Duties.

Schools are required by the **Public Sector Equality Duty** to publish information about Equalities.

Central to this the **Equality Act 2010**, which identifies the following areas:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Gender Reassignment

As conferring protected characteristics upon members identifying with one or more of these groups. Protected characteristics are also recognised in respect of:

- Age
- Marriage and Civil Partnership

Although there is no duty on the part of the school to address the needs of members of these groups as they are protected under separate legislation.

General Duties

Information required to be published and analysed must be linked to the three aims (general duties) of the Public Sector Equality Duty as follows:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act
- To advance equality of opportunity between people who share a protected characteristic and those who do not.
- To foster good relations between people who share a protected characteristic and those who do not.

Specific Duties

These relate to the initial publishing (by April 6th 2012) of information concerning the school community and demonstrating due regard to the General Duties elicited above and to the annual review of this information. These duties have been met and continue so.

Equality Objectives

These guide our actions to address the General Duties indicated above.

The source of information for our analysis and for guiding our Equality Objectives is from school improvement plans, evaluations (such as Evidence Trails) and pupil and school community data. It is our aim to use the information to improve education for all groups in the school. In order to do so, it is essential that we know which pupils are doing well as well as those doing less well in order that we can plan for them and help them to improve.

Much of this information is already used for school development in other areas. Information that indicates that we could be making improvements will be included in our Equalities Objectives.

It is our intention that this information be clear and transparent. Should you encounter any difficulty concerning the way we have written it and can think of a way we can make the information clearer please let us know. You may contact Katherine Worthington (Lead SENCo),

We would like to hear from you.

You will also find information on the school website.

After careful analysis the information reported in this document is used to inform our Equality Objectives Action Plans (Appendix 1)

Information on who comes to our school

The information (see appendix 2) is used to identify vulnerable and underachieving groups within our school community. The graphs illustrate the groups of pupils we plan for. In doing so our priority is to ensure that we fulfil our primary function as a school by providing good access to educational opportunities and supporting our pupils' attainment. At the same time we ensure

that we do not disadvantage any individuals in protected groups within the school. Your views on this are welcome.

Analysis of the school population

The school population can be seen, from the graphic representations, to be diverse in every respect but more especially in terms of ethnicity. School rules and policies are reflective and explicit, respectively, in acknowledging this. There is a great emphasis on teamwork and unity as seen in the School Rules and in the House Point system that operates throughout the school.

There continues to be a strong representation of Eastern European children enrolling in the school. Their individual origins are a consideration. An example of the importance of this practice can be seen in that some of these pupils would, in their own country, enter school at a later age a year or even two years behind this country. They can, consequently, be ill-prepared when they begin here and require sensitive consolidation into the school.

While the gender balance is broadly equal in the school population, there is a greater concentration of boys than girls on the Inclusion Register. This has been the case since the initial publication of this document in April 2012. Selection of materials in previous years has helped to reduce the extent of the discrepancy but not to eliminate it. Extended schools and the provision for sports activities further help to address this need, along with the school's emphasis (as far as possible) upon retaining a gender balanced staff to provide boys with suitable role models.

There are some quite significant differences between the school's data and the national data. It can be seen that the school has (again over the last year) not been over impulsive in misidentifying underachieving pupils as having learning difficulties. Further, the investment the school has made in behaviour strategies would appear, from data comparisons, to be good management. There is similar case to be made with regard to the emphasis upon speech, language and communication difficulties, with the school having run specialist delivery groups to allow for appropriate support.

Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

At Plaistow Primary School we will not tolerate or condone any form of harassment and bullying either of pupils or our staff. We recognise that all staff and governors share responsibility for the implementation of our Public Sector Equality Duty.

Governors are responsible for:

- Ensuring the school adopts and reflects the relevant equality legislation
- Ensuring that the school Public Sector Equality Duty and its procedures are followed.

The membership of the Board of Governors reflects a broad spectrum of the school population including several from protected groups.

The **Headteacher** is responsible for:

- Ensuring the Public Sector Equality Duty and its procedures are followed
- Ensuring the Public Sector Equality Duty is readily available and that the governors, staff, pupils and their parents and guardians know about it
- Producing regular information for staff and governors about the School Equality Objectives and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination against members of any protected group

All staff are responsible for the recognition and appropriate response to:

- Racist, homophobic and other hate-incidents
- The recognition and tackling of bias and stereotyping
- The promotion of equal opportunities
- The avoidance of discrimination against anyone and, in particular, members of protected groups (see Access Plan, items 1-6. Appendix 3)
- The need for keeping up to date with the law on discrimination
- The opportunity for taking up training and learning opportunities (see Access Plan item 5. Appendix 3)
- Community users/contractors/visitors/link tie up

Attitudes that promote discrimination are challenged by all staff and other stakeholders, including the children. Any discriminatory incidents are dealt with seriously and parents informed of actions taken. In line with Local Authority policy any racist incidents are registered there. Further enrolment at the school is in accord with Local Authority admissions policies with the school administering a non-selective approach.

There have been no fixed-term or permanent exclusions over the last school year. Detailed records of behaviour misdemeanours resulting in visits to the Restart Room are documented and will initiate steps to discourage further bad behaviour and encourage a return to acceptable standards. Details of visits to the restart room are updated weekly and circulated to teaching staff to keep them up to date with developing situations.

Our Anti Bullying Policy was drawn up with input from significant stakeholders who included pupils represented by members of the School Council and has been assessed as outstanding by the borough advisory service.

The school holds an annual Anti-Bullying Day with classroom activities designed to raise pupils' vigilance in avoiding such behaviour. Our Anti-Bullying Policy has helped to provide direction in meeting General Duties are now articulated in Section 149(1) of the Equality Act 2010 (c15).

Reminding pupils of our School Rules and associated behaviour protocols will be addressed through the urging of teaching staff to emphasise these issued in assemblies, in PHSCE lessons and at any appropriate opportunity and ascertaining that this has not slipped their attention.

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

Plastow Primary School is an inclusive school and we provide good access to education with the achievement and attainment of all pupils being promoted. Pupil Progress Meetings between Senior Managers and teachers are well embedded in school practice and help to ensure informed emphasis (usually in the form of allocation of human and academic resources and materials) towards protected groups.

A continued emphasis has been the delivery on 'non-negotiables' in the form of guarantees that the school makes to parents and guardians of pupils, in each of the year groups, concerning learning opportunities in key subjects. Bi-weekly Vulnerable Children meetings draw to the attention of senior managers, children from protected groups who are not making good progress.

In developing the school's behaviour strategies, incentives for good behaviour have been greatly enhanced through positive outcomes for well-behaved pupils. These include 'Fantastic Friday' treats, 'Golden Badges' and letters to parents celebrating records of good behaviour.

Extended schools provision includes the running of clubs before school and at lunch times to enable children from religious groups active immediately after school, to participate in this part of the school programme (see Access Plan, item 4, Appendix 3)

The use of INCERTS attainment records makes it possible to see, over the long and the short term, individual progress measured against average expectations. This makes for very rapid interception where difficulties are emerging.

Fostering good relations between people who share a protected characteristic and those who do not

Plaistow Primary School has a diverse enrolment in terms of ethnicity, cultures, religious affiliation and social position with some groups proving to be transient according to family mobility.

The school fully supports the Local Authority's initiatives to ensure that parents from ethnic minorities are encouraged to participate in school activities ranging from nomination as school governors to enjoying equal rights as to use the school building. Data on ethnicity and achievement are shared with Local Authority and, where necessary, translation services are used to keep parents fully informed regarding school life.

Provision for the social and emotional wellbeing of pupils has long been a strength at Plaistow Primary School. New pupils are welcomed and allocated to a 'class buddy' to oversee their integration into the class and the school. Established pupils experiencing social problems may be included in a Nurture

Group, with progress being measured against entry and exit Boxall Profile assessments. The fortnightly Vulnerable Children meetings (mentioned in the section above) make for the identification of pupils experiencing difficulties in pastoral, social or academic areas of their lives. A school based counselling service (Place to Be) is a valuable addition to the pastoral provision at the school. Pupils can refer themselves for an appointment at 'Place to Talk'. Here they can confide the nature of their anxieties and difficulties.

At Plaistow Primary School, the views and concerns of all areas of the school community are valued and acted upon when necessary. The school council is thriving and has a representative body elected by the pupils. The views of randomly chosen pupils are solicited in regular Evidence Trails, pursued in the interests of quality control across the system, through a variety of techniques including pupil questionnaires and interviews. The School Council have become accustomed to presentations to the school Board of Governors.

The existence of a range of religious beliefs and cultures is viewed positively in everything the school undertakes from the careful displays in and around the school to the class work in religious education and personal, social, health and citizenship education. This is reflected in that, for example, Parents Evenings are arranged to avoid clashes with religious festivals/events in any of the religions represented in the school population.

At the school our focus on community links includes promoting cohesion across different cultures and the religious or non-religious, ethnic and socio-economic groups. We recognise and address the responsibility that is involved in equipping children to live and thrive alongside people from many different backgrounds. Other contributions to fostering good relations between protected groups and others can be seen in these areas:

- **Teaching, learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values. This includes work in Circle Time, SEALS and other areas of PHSCE (see Access Plan, item 1. Appendix 3)
- **Equity and excellence:** ensuring equity and high standards for all and tackling underperformance by any particular group.

- **Engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

This excellent record is set to be extended by actively encouraging pupils from protected groups to participate in relevant after school clubs. In this way their sense of identity with the school and with their peers should be strengthened and positive relationships furthered. (see Access Plan, item 4. Appendix 3)

Pupils from protected groups will be encouraged to apply for the position of Peer Mentor. Pupils in the school look up to the Peer Mentors, perhaps seeing them as something of role models and in this way protected groups of pupils will be helped to integrate with the rest of the pupil population.

Encouragement will also be given to pupils from protected groups to apply for election to the School Council. This is another prestigious position in the eyes of the majority of pupils and should make for enhanced respect and better relations between pupils in protected groups and their peers.

Participation, Engagement and Satisfaction with our Equal Opportunities Policy

In developing our Scheme and Objectives, we have involved a range of stakeholders, for example pupils, parents and carers, staff as follows:

Questionnaires to samples of pupils, parents and teachers.

The School Council has also been consulted and their input solicited and included at consultation meetings.

Workforce - staffing and training

At Plaistow Primary School it is recognised that a diverse workforce (which could include people in protected groups) can bring benefits in promoting opportunity, fostering good relations and prohibiting harassment which include:

- An enhanced choice in recruitment
- Retention of workforce skills and reduced training costs
- Growth of in-house knowledge base concerning the needs of people in protected groups.
- The provision of role models for children and young people

- The introduction of new life experiences and skills to the school
- Improved staff morale due to the perception that everyone is valued

Advertisements for staff communicate an invitation for all professionals to apply, including those from protected groups. All vacancies are, in fact, advertised this way. Men (on the school staff) of a range of ethnicities help towards the provision of positive role models to children from protected groups.