Equality Duty

**Our Equality Duties**  
  
We aim to be a community where everyone is treated fairly and with respect. We want everyone to reach their potential, and we recognise that for some pupils extra support is needed to help them to achieve and be successful.  
  
We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010   
to eliminate discrimination, to advance equality of opportunity and to foster good relations.  
  
We are required to publish equality information as well as equality objectives, which show how we plan to reduce or remove particular inequalities or disadvantages. This document is reviewed and updated annually.

Please click on the link below to view the full document.

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded CARE values:

1. We try to ensure that everyone is treated fairly and with respect.

2. We want to make sure that our school is a safe, secure and stimulating place for everyone.

3. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.

4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.

5. 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 Reading Ambassadors.

6. 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:

1. pupils from certain cultural and ethnic backgrounds

2. pupils who belong to low-income households and pupils known to be eligible for free school meals 3. pupils who are disabled, or who are in the process of being diagnosed as disabled

4. pupils who have special educational needs

5. boys in certain subjects, and girls in certain other subjects.

6. Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

In addition to this short statement, we also have a full school policy on Equal Opportunities and Equality & Diversity for School Staff including Public Sector Equality Objective Framework.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it

3. Foster good relations between people who share a protected characteristic and people who do not share it. At West Street 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: 207 including Nursery (as at September 2019)

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.

Number of pupils with disabilities: 65 (SEN register September 2019)

There are pupils at our school with different types of disabilities and these include:

1. Asthma & Eczema

2. Physical Disability

3. Attention Deficit Disorder

4. Autism

5. Global Learning delay

6. Diabetes

7. Pathological Demand Avoidance Syndrome

8. Foetal Alcohol Syndrome

**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.

Attainment of all groups. We are prioritising closing the gap to National standards of attainment and progress for all groups, with particular emphasis in Reception Year 2 and Year 6. Within this we have a particular focus on examining the attainment of our more able pupils.

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| Disability: We are committed to working for the equality of people with & without disabilities | | |
| How we advance opportunity | How we foster & promote community cohesion | Impact & what we plan to do next |
| We set challenging targets to ensure our children with disabilities make good progress.  We provide good quality training for our staff I am sure you are as proud of them as we are. on inclusion.  When required we gain external advice and support for many different professionals  We promote positive links with our parents.  There is a designated Governor for SEN. Specific targeted support where appropriate.  Annual reviews Liaising and working in partnership with a number of professional organisations. | Our school admissions criteria which welcomes all pupils.  We work with private Nurseries ensuring transfer into Reception is effective & as smooth as possible  We liaise with special schools in the local area and beyond regarding effective provision Regular meetings with parents. We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.  We ensure that the curriculum and resources we use have positive images of disabled people. | Children experience a positive start.  Parents are kept well informed.  Effective, positive relationships with parents, school and home working in partnership to support the child.  Effective inclusion of children with disabilities.  Pupil voice shows that our children with additional needs are happy in school |
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