

Kingsbury Green Primary School

Equality information and objectives Kingsbury Green Primary School

Governors Committee Responsible – Curriculum, Pupils, + Standards Committee	
Policy Author: Head Teacher)	Review Period: Annual
Statutory Provision: Governors to ensure & policy	Next Review: Spring (April) 2017
Equality Objectives – April 2014 – 2017	

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider:

- We aim 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 aim 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 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 duty under the Education and Inspections Act 2006 to promote community cohesion.

Under the Equality Act 2010 we welcome our general duty 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 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
- Pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects

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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: **666 inc 43 part time Nursery pupils (18.10.16)**

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: 35

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

- Learning Difficulties, including language, communication & interaction
- Hearing impairment
- Autism
- Physical disability
- Social, Emotional and Mental Health needs – see other vulnerable groups list page 5

Pupil Special Educational Needs (SEN) Provision 18.10.16 - NOR 666		
Number of pupils with disabilities: 35		
	Number of pupils	Percentage (%) of school population
No Special Education Need	565	85%
K = School Support	78	11.7%
ECH Plan	12	1.8%
Statement	11	1.6%
Total		3.4%

Ethnicity and race % / numbers – based on 666 as NOR on 18.10.16 (including under 5s)							
			Total				Total
Asian or Asian British				Mixed			
Bangladeshi heritage			0.3% (2)	Any other mixed background			5.4% (36)
Indian heritage			16.1% (108)	White and Asian (ind)			0.2% (1)
Other Asian heritage			0.5% (3)	White and Black African			0.2% (1)
Sri Lankan Sinhalese			1.2% (8)				
Sri Lankan Tamil			2.9% (19)				
Pakistani heritage			6.1% (41)	White and Black Caribbean			1.1% (7)
Black or Black British				Any Other Ethnic Group			
				(inc Afghan, Iraqi, Portuguese, Kosovan, Turkish, Iranian, Albanian, Kurdish	Afghan		8.1% (55)
					Albanian		0.1% (1)
					Iranian		0.1% (1)
					Iraqi		9.6% (64)
					Kosovan		0.1% (1)
					Kurdish		0% (0)
					Nepali		0.3% (2)
					Portuguese		0.5% (3)

					Turkish Turkish Cypriot Italian	0% (0) 0.1% (1) 0% (0)
				Other Ethnic Group		5.5% (37)
Ghanaian heritage			0.5% (3)	White		
Nigerian heritage			0.5% (3)	British heritage		2.8% (19)
Somali heritage			4.4% (29)	Irish heritage		0% (0)
Other black African			1% (7)			
Caribbean heritage			5.7% (38)	White Other (inc White Western / Eastern European)	WEE WWE Whit e other	25% (168) 0.1% (1) 0% (0)
Any other Black background			0.8% (5)	Gypsy/Roma		0 declared
Chinese			0% (0)	Traveller of Irish heritage		0%

Information valid on 18.10.16

Information withheld	0%	Information not yet obtained	0.1% (1)
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Gender inc nursery # of pupils 18.10.16	
Male	360
Female	306

Pregnancy and maternity 18.10.16		Number of pupils	
Pupils who are pregnant		0	
Pupils who have recently given birth		0	
Religion and Belief % / (number of pupils) 666 on role 18.10.16			
Buddhist	1.8% (12)	Sikh	X
Christian	38% (255)	No religion	2% (16)
Hindu	15% (100)	Other religion	3% (21)
Jewish	X	Unknown	x
Muslim	39% (262)		

Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

Sexual orientation

We do not collect data on the sexual orientation of our pupils.

Information on other groups of pupils

Ofsted inspections of schools will 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 with English as an additional language (EAL) (666 on roll 18.10.16)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language N-Y6	322 / 360	272/ 306	594	89% (594)
Number of pupils who are at an early stage of English language acquisition Y1-Y6 (533 pupils)	5 x Y1-Y6 (18.10.16)	7 x Y1-Y6 (18.10.16)	12 x Y1-Y6 (18.10.16)	12 / 533 = 2.25% Y1-Y6

Pupils from low income households (623 on 18.10.16 exc Nursery)				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	32 pupils	28 pupils	60 pupils	9.6%
Number of pupils eligible for Pupil Premium Grant	66 pupils	56 pupils	122 pupils	19.6%

Looked after children

* entered to represent LAC pupils

Young carers

None recorded

Other vulnerable groups

Includes: - Pupils with poor attendance / persistent absence / poor punctuality

- Pupils at possible risk of exclusion
- Pupils on the Child Protection Register / on a Child In Need Plan / children whose families are undergoing a CAF (Common Assessment Framework referral) / EIT (Early Intervention Team)
- Pupils whose parents have no recourse to public funds
- Pupils who live in multiple family dwellings
- Pupils with private fostering arrangements
- Newly arrived children with trauma from regions of conflict
- Pupils made homeless / living in hostels / re locating outside of area but still attending school
- Check vulnerable children list for any other categories

- Pupils with Social, Emotional and Mental Health needs
- Pupils with on-going / significant medical needs
- Pupils with parents who have on-going disability / medical needs / mental health needs
- Registered Young Carers

Part 2: Our main equality challenges

This is a summary of the inequalities we have identified and are rapidly addressing. We are already developing whole school strategies to address all of these areas.

The school is aware of inequalities in attainment (standards) across subjects for the following groups:

Oct 2016 review

- Pupils from low income backgrounds
- Some Black Caribbean pupils in specific year groups (attainment and progress over time in some subjects)
- Pupils at SEN Support

Part 4 of this document includes reference to the school's equality objectives, which aim to address these inequalities.

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 in the school. Schools are required to have due regard to the need to **eliminate discrimination** 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. The most relevant school policies underpinning issues around equality have been included. Please contact us if you would like to see copies of any of our school policies.

- 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.
- Individual governors have had training on the Equality Act 2010. Governors consider equality issues in relation to policies, decisions and services of the school.
- We aim to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- 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 special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- 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, considering the needs of those with disabilities in the whole school community
- Our admission arrangements are in line with the Local Authority guidance, giving due regard to the elimination of discrimination
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practice.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that is updated annually.
- School vision / ethos statement

Key school policies relating to equality:

Staff Handbook

SEND policy

Motivation and Behaviour policy (including Anti-Bullying policy as appendix to M&B policy and Positive Handling policy)

Home / School Agreement
 Attendance policy
 Child Protection policy
 Safeguarding related policies
 Health and Safety related policies including First Aid & Illness Policy / Medicines Policy (including support for pupils with medical conditions)
 Complaints policy
 RE policy
 Recruitment policy
 Risk Assessment procedures
 Teaching & Learning policy

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

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

Summary information

- The progress of all groups of vulnerable pupils (including those with disabilities) is tracked and monitored in the same way that other groups are
- The school's Accessibility Plan gives due regard for access to: curriculum, physical environment and information

How we advance equality of opportunity:

- Supporting disabled learners and staff by meeting their individual needs.
- Taking steps (reasonable adjustments) to ensure that disabled pupils and staff are not put at a disadvantage compared to others.
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consulting them on issues affecting them, rather than with people acting on their behalf.
- Carrying out accessibility planning for disabled pupils, staff and the school community to facilitate their participation in the curriculum, and by improving the physical environment of the school and the availability of accessible information to disabled members of the school community.
- Monitor attendance of disabled pupils

How we foster good relations and promote community cohesion:

- We provide a curriculum that supports all pupils to understand, respect and value difference and diversity.
- Our school curriculum is based on a set of shared values underpinned by the school's **BASICS Charter** (Behaviour, Aspiration, Safety, Identity, Challenge, Success).
- Pupils have opportunities to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- Ensuring that the curriculum has positive images of disabled people.
- Tackling prejudice and any incidents of bullying based on disability.
- Developing disability awareness through our Total Communication Base (TCB) eg through assemblies, signing classes for all pupils and staff, sharing signing as part of the culture and ethos of the school
- Establishing strong links between the TCB and key secondary schools to support deaf awareness
- Establishing strong links with Brent special school – The Village

What has been the impact of our activities? What do we plan to do next?

Impact:

- Parents surveys report strong satisfaction with all areas of school life
- Parents acknowledge open door
- Disabled pupils are represented on the School Council

- All pupils (including all disabled pupils) have access to for disabled pupils to after school activity clubs
- Disabled pupil involvement in specialist sports events for Deaf children
- Smooth transition of disabled pupils into secondary schools
- Improved school attendance of disabled pupils
- Review of the Motivation & Behaviour policy and the Anti-Bullying along with the reporting mechanisms to governors and other stakeholders

Much of this improved inclusion has followed requests from children themselves when consulted on what they wanted better access to.

We are working on developing:

- The scope of themed assemblies on disabilities
- Raising awareness of disability through curriculum map

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information

The school works hard to maintain already embedded respect that pupils have for the diversity of our community. The school has robust systems for reporting information on gaps in attainment / inclusion to the governing body.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity every term – groups that need to accelerate are identified and teachers supported to ensure it happens.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups (as individuals) in learning and other activities.
- We monitor the attendance of pupils by ethnic groups to identify trends
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- Support staff are clear about which child need to 'close gaps' and accelerate

How we foster good relations and promote community cohesion:

Diversity is celebrated frequently through newsletters, celebration assemblies, assemblies promoting themes linking diversity and unity. Our values and code of conduct, both underpinned by the BASICS charter , fosters an environment where children feel safe to express their views and concerns, knowing they will be listened to. In addition we are:

- Continuing to develop a curriculum that supports all pupils to understand, respect and value difference and diversity.
- Providing all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure the curriculum challenges racism and stereo types .
- Organising celebrations and special events that bring our diverse community together over shared values
- Ensuring that the curriculum is supported by resources that provide a range of positive images that reflect the diverse communities of modern Britain.
- Implementing our Anti-Bullying policy to develop pupil awareness and understanding of bullying behaviour or harassment on the basis of race, ethnicity or culture. We work swiftly and transparently in our responses to any related incidents.
- Participating in Anti-Bullying week and Safer Internet day to support awareness raising
- Developing a school website that enables access through key community languages
- Producing key letters for parents in main community languages

What has been the impact of our activities? What do we plan to do next?

Impact:

- Teachers are clear about which groups need to accelerate and are supported to ensure it happens
- Successful recruitment of volunteers from the school community, reflecting diversity and indicating overcoming barriers
- Established Parent Ambassadors who reflect the diversity of key school groups

We are working on developing:

- Whole school approaches through action plans for specific groups
- Quality First Teaching to promote inclusion
- Continue to develop our rich curriculum with learning opportunities that engage and excite all groups of children through:
Frequent offsite curriculum visits to local places of interest
Providing 'inspirational' experiences and opportunities to engage pupils and raise aspirations
- Continual review of ways to ensure that all groups of pupils are equally able to access the wide range of provision available in school.
- We are developing school initiatives to tackle the motivation and engagement in learning of particular groups in specific subjects where identified gaps need to be closed eg ethnic take up of after school activities (with gender focus within ethnicity)

Gender

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

Summary information

There are more boys than girls on roll in school (360 / 306 – 18.10.16) and in some classes there are many more boys than girls. Although the school does not have trends of significant inequalities between boys and girls, in attainment and in other areas of school, we are able to identify where small gaps might be occurring and take steps to address this through our termly monitoring of data eg girls make less progress in maths, boys make less progress in writing, our youngest Black Caribbean boys are reluctant writers. Children are consulted, through the School Council and other forums, on issues that might affect their achievement or wellbeing.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- Taking a "Which boys? Which girls?" approach to address underachievement - neither boys nor girls are treated as homogeneous groups with easily definable strengths, weaknesses or preferences.
- Targeting gender specific groups eg girls in maths, boys in writing
- Identifying and addressing barriers to the participation of boys and girls in activities eg boys in writing in the early years
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.

How we foster good relations and promote community cohesion:

- We ensure we respond to any sexist bullying or sexual harassment
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensure the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.

What has been the impact of our activities? What do we plan to do next?**Impact**

- No significant inequalities between boys and girls, in attainment and in other areas of school.
- Increased attendance of girls at Gymnastics / Dance after school clubs
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We are working on developing:

- Gender data in relation to other protected and non-protected characteristics.
- Data driven target teaching in specific year groups

Gender identity or reassignment

We are committed to ensuring that pupils and staff who are undergoing gender reassignment are protected from discrimination and harassment.

Summary information

This is not an area that the school currently holds data on

Pregnancy and maternity

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination and barriers to accessing education.

Summary information

This is not an area that the school currently holds data on

Religion and belief

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

Summary information

As a truly diverse school with most of the key religions represented we promote respect and understanding for the religious or atheist or agnostic beliefs and practices of all staff, pupils and parents. The school complies with reasonable requests relating to religious observance and practice without it affecting participation in core subject / statutory education.

How we advance equality of opportunity:

- Pupils are encouraged to share and compare knowledge and understanding of their beliefs/ faiths and cultures with each other, through curriculum based projects in RE, PSHE and through assemblies and special events eg UN Day, International Event – this supports pupils in building their sense of identity and belonging in our diverse community
- We ensure pupils share this knowledge, mindful of Articles 2, 12 and 14 of UNCRC by which no one faith / belief is purported to be any truer than another.
- We are pro-active in providing as much information as possible to parents with regard to any barriers that might prevent pupils with particular beliefs from taking a full part in school life

How we foster good relations and promote community cohesion:

- The school's curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The BASICS Charter develops pupil understanding of the right to have a faith and for it to be respected in the community
- The school has a determination from SACRE to have non-Christian assemblies
- The governors monitor to provision of social, moral, spiritual and cultural learning for all pupils through reports and school visits.
- Key religious festivals are celebrated and shared with the whole community through year group and class assemblies
- Responding quickly and transparently to challenge religious stereo typing
- Annual International Event for whole school community

What has been the impact of our activities? What do we plan to do next?

Impact

- Relationships between religious groups in our school are harmonious and apparent to visitors
- We have a very limited number of occasions where religious belief is an inhibitor to participation
- Establishment of a core group of Parent Ambassadors and PTA

We are working on developing:

- Understanding of the common moral values we all hold, through assemblies at KS2, despite world news of religious turmoil.
- Promoting understanding of British Values as a way of promoting community cohesion and a sense of 'belonging' to Britain
- Continued development of PTA

Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual and transgendered (LGBT).

Summary information

This is not an area that the school currently holds data on

How we advance equality of opportunity:

This is not an area that the school currently holds data on

How we foster good relations and promote community cohesion:

Impact

- Staff have developed an initial understanding of homophobic bullying as a distinct form of bullying, its impact on pupils in the short and long term, the law in relation to the school's duty to address related issues and staff role in responding to incidents
- Staff are quickly responsive to any homophobic language / behaviour

We are working on developing:

- A programme of learning through PSHE & assemblies to increase pupil understanding that diversity includes the full range of diversity in our community (the FPA scheme has been introduced which supports learning about diversity in sexual orientation, including transgender and LGBT)
- Making provision for any pupils who may need the opportunity to further explore their sexual orientation eg through pupil counsellors
- An approach to developing school community understanding of the law in relation to sexual orientation and the duty on the school to promote pupil understanding that all forms of diversity have equal rights within the law and all forms of bullying are against the law

Part 4: 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 our 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.

Our Equality Objectives for 2014-2017

Having looked at our school's improvement priorities and carefully analysed pupil data, we have identified **3 equality objectives** that we want to achieve over the next 3 years. We have also taken into account national priorities that have been identified by OFSTED.

We will measure our success in meeting the Public Service Equality Duties by the extent to which we achieve these objectives over the next 3 years and by how much outcomes improve for all priority groups within the school.

Our Equality Objectives for 2014-2017 are:

- We will strive to ensure that all pupils make sufficient progress from Key Stage 1 to 2 in English and Mathematics, including pupils with Disabilities and Special Educational Needs (DSEN) and statements of DSEN, relative to their starting point and individual need
- We will achieve a year on year (over three years) reduction in the attainment gap in English and Maths at the end of KS2 between pupils within the school's identified groups and 'others' eg non-mobile groups (for example, Free School Meals (FSM), those in receipt of Pupil Premium Grant (PPG), Black Caribbean pupils
- We will increase participation by FSM / PPG and DSEN pupils in after school clubs and extra curricular activities (for example, instrumental tuition) and other extended school provision

Progress we are making on this objective:

Progress is reviewed regularly throughout the year, based on the termly monitoring of data for standards and progress. A clear picture of progress towards these objectives is made following the data published at the end of each Summer term.

For target 3 we monitor data on a termly basis

Part 5: Information about our employees

KGPS has less than 150 employees and therefore we are not required to publish information about our workforce.