

ESSA PRIMARY ACADEMY



Equality Information and Objectives Policy

Approved by the LGB- March 2014

Updated- April 2016

Approved by the LGB- 22nd June 2016

Date for Review- Spring Term 2018 and then at least every 4 years

Equality Information- to be published annually on the academy's website.

Essa Primary Academy

Equality Information and Objectives

Essa Primary Academy is part of the Essa Foundation Academies Trust.

Essa Primary Academy provides education for children between 4 and 7 years of age.

The Equality Act 2010, which replaced all prior equalities legislation such as the Race Relations Act and Disability Discrimination Act, makes it unlawful to discriminate against pupils, or prospective pupils, employees, parents, and others because of their sex, race, disability, religion or belief, sexual orientation, pregnancy or maternity, gender reassignment, or age (age as a protected characteristic does not apply to pupils in schools/ academies).

The Act makes it unlawful to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way education is provided for pupils,
- in the way pupils can access any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

The Act permits schools and academies to take positive action to alleviate disadvantage or meet the particular needs of our pupils.

The Essa Foundation Trust is committed to equality both as an employer and a service-provider.

We welcome our public sector equality duty (PSED) under the Act to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our academy 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.

In Essa Primary Academy:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our academy 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 Academy 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 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 academy meals.
- Pupils who are disabled.
- Pupils who have Special Educational Needs.
- Boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have an academy policy statement on Community Cohesion. Please ask for a copy if you would like to see it. For more information please ask at the academy or by email principal@essaprimary.org

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

We keep data about pupils to help us to comply with the law, see how well pupils with particular characteristics are doing compared with other pupils and to help us to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with protected characteristics.

The number and composition of the pupil population

We keep data on the number of pupils on roll at the academy broken down by year group, ethnicity, and gender and by proficiency in English: this is available in a report setting out the context and characteristics of the academy which is available on our website and is updated annually.

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.' We keep data on the pupils at the academy with special educational needs and/or disability: this is available in a report setting out the context and characteristics of the academy which is available on our website and is updated annually.

Pupil Special Educational Need and Disabilities (SEND) Provision		
	Number of pupils	Percentage (%) of academy population
Total Number of Special Education Needs		
Academy Action or Early Years Action		
Academy Action Plus or Early Years Action Plus		
Statement		

We keep data on pupils at the academy by ethnicity and race, by gender, and by religion:

Ethnicity and race								
	Boys	Girls	Total		Boys	Girls	Total	
Asian or Asian British				Mixed				
Bangladeshi heritage				Other mixed heritage				
Indian heritage				White and Asian				
Other Asian heritage				White and Black African				
Pakistani heritage				White and Black Caribbean				
Black or Black British				Any Other Ethnic Group				
Ghanaian heritage				White				
Nigerian heritage				British heritage				

Somali heritage				Irish heritage			
Caribbean heritage				White Other			
Other Black heritage				Gypsy/Roma			
Chinese				Traveller of Irish heritage			

Information withheld		Information not yet obtained	
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Gender

Male _____ Female _____

Religion and Belief

Buddhist

Christian

Hindu

Jewish

Muslim

Sikh

No religion

Other religion

Unknown

We make this data available in a report setting out the context and characteristics of the academy which is available on our website and is updated annually.

We keep data on inequalities of outcome and participation connected with ethnicity, gender, and disability and proficiency in English. We make this data available through a link to our academy's information and performance in the DfE school performance tables on our website, in our annual report on SEND provision, and in our annual report on the use and impact of pupil premium funding, available on our website.

Information on other groups of pupils

Ofsted inspections look at how schools/academies 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 provide further information on the following groups of pupils:

Pupils with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage (%) of academy population
Number of pupils who speak English as an additional language				
Number of pupils who are at an early stage of English language acquisition				

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage (%) of academy population
Number of pupils eligible for free academy meals				

Looked after children (Children in Care)

We monitor the achievement and progress of all of our looked after children closely.

Young carers

Other vulnerable groups

Part 2: Our main equality challenges

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

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are included in this document in Part 4.

- Accelerating learning across the early years with high quality speaking and listening opportunities.
- Accelerate the progress and skills in Literacy of our identified lower achieving group. Revise this termly at our pupil progress meetings.
- Monitor the achievement and behaviour of identified vulnerable children and target specific interventions for them.

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/academies 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 academy policies.

At Essa Primary Academy we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly, or put them at a disadvantage.

Our Local Governing Body will have training on the Equality Act 2010. All staff will also have whole academy training on the Equality Act 2010.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and the trust's employees working in our academy.

At Essa Primary we have an ethos which supports respect and professionalism. We have a Behaviour Policy which ensures that all pupils are rewarded and sanctioned when necessary. The Policy is applied fairly and positively by the staff and pupils alike.

We have appropriate policies that deal promptly and effectively with all incidents and complaints of bullying and harassment. These 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 if such incidents should arise and notify those affected of what action will be taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

All our policies make explicit that we aim to give careful consideration to equality issues.

We keep an accurate record, where possible and appropriate, of the protected characteristics of our pupils and the trust's employees working in our academy.

We analyse our data to ensure we act upon any concerns in relation to these protected groups.

We review our accessibility plan every three years with the governors. We record any racist or homophobic incidents and act upon any concerns.

We have a Special Educational Need and Disabilities Policy and an Action Plan that outlines the provision the academy makes for pupils with Special Educational Need and/or Disabilities.

We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.

We have clear procedures for dealing with staff discipline. Our Grievance Policy and procedures clearly sets out clear guidance for staff who wish to make a formal complaint.

Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the academy and increases the availability of accessible information to disabled pupils.

Our Complaints Procedure sets out how we deal with any complaints relating to the academy and can be obtained at the main reception or from our website.

The academy has an ICT and E-safety Policy that takes all E-safety issues very seriously. Through assemblies, ICT days and lessons, pupils and staff are made aware of suitable internet conduct. Subsequently, "Acceptable Use" policies are signed and adhered to by all pupils and staff.

Through a broad range of areas of study within our Citizenship and PSHE education, we work hard to eliminate discrimination, harassment and victimisation.

We have a comprehensive curriculum that encourages children to think about the world in which they live. Pupils are encouraged to broaden their understanding of others' beliefs, cultures and faiths.

We have a vibrant and well-represented Academy Council that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in the academy and the immediate environment. The Academy Council is strong and articulate, contributing to whole academy decision making where appropriate.

We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the academy difficult.

We have a Healthy Eating Policy that recognises a culturally diverse community and ensures that all pupils receive a healthy meal each day. Our food policy reflects our commitment to healthy lifestyle and responsibility to our environment, regardless of one's socio-economic background.

We understand that attendance plays an integral part in pupils' achievement at our academy. Thus, through our Attendance Policy, we investigate any discrepancies that may occur and address inequalities appropriately. We strive to ensure that children maintain a high level of punctuality and attendance.

Part 4

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.

How we advance equality of opportunity:

We have an ethos of inclusion within the academy.

We set challenging targets to ensure our children with disabilities make good progress.

We provide good quality training for all of our staff.

When required, we seek the advice and support of external agencies.

We promote positive links with our parents and families.

There is a designated governor for SEND matters.

We target specific support where appropriate.

We hold annual reviews for each of these children.

We liaise and work in partnership with many professional organisations.

How we foster good relations and promote community cohesion:

We welcome all pupils.

We have parent/teacher consultations and induction meetings prior to the children starting academy in our reception to aid transition.

We liaise with special schools/academies in the Local Authority regarding effective provision.

We provide both formal and informal opportunities to meet with parents.

We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes often experienced. We do this through assemblies, circle time and other PSHE curriculum activities.

We ensure that the curriculum and resources we use have positive images of disabled people.

We tackle prejudice and any other incidents of bullying based on prejudice.

We have developed links with other schools/academies and professionals in the UK and abroad. This has been done through our website.

Ethnicity and race (including EAL learners)

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

How we advance equality of opportunity:

Initial assessments are completed promptly for new arrivals and learning goals are set out. These may include targeted interventions.

We identify appropriate provision and then monitor its impact.

We identify and address barriers to the participation of particular groups in learning and other activities.

How we foster good relations and promote community cohesion:

At Essa Primary Academy we are proactive in promoting the spiritual, moral, social and cultural development of all our children.

We provide special events, international days, quiz nights, class and academy productions and sports days. Visits are also conducted to other local places of interest, worship and to local community groups such as senior citizen's homes. We have an informal open door policy; staff are available at both the start and the end of the day.

The Principal personally meets all new families for induction visits.

Special induction meetings are arranged with parents for our children starting in Reception.

Focus weeks are very valuable where stories from a variety of countries are shared with the children by staff, parents, older children and special visitors.

We have a curriculum that supports all pupils to understand, respect and value difference and diversity and ensures that the curriculum challenges racism and stereotypes.

Gender

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

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by gender.

We set targets to improve the attainment rates of progress of particular groups of boys and girls.

We have equal representation of boys and girls on the Academy Council. The Academy Council ensures both boys and girls views are equally heard.

We invite speakers into the academy to talk to the children: we ensure that these represent both genders.

We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.

We ensure the curriculum interests both boys and girls.

How we foster good relations and promote community cohesion:

Whole academy events are thoughtfully planned to include and attract mums/dads/carers from all sections of our community in order to enrich and contribute to the children's learning and progress.

We ensure that we include positive, non stereotypical images of men and women, girls and boys across the curriculum, through assemblies, visits and the visitors we invite in to the academy.

Religion and belief

At Essa Primary Academy we are committed to working for equality for people based on their religion, belief and non-belief. We respect the religious beliefs and

practice of all staff, pupils and parents and we comply with reasonable requests relating to religious observance and practice.

How we advance equality of opportunity:

We support our pupils to build their sense of identity and belonging, which helps them flourish within their communities as citizens in a diverse society.

We promote inclusion for all our faith groups in all parts of the curriculum.

We deliver a PSHE curriculum that promotes and supports the aforementioned statements, with tolerance and respect as key values.

How we foster good relations and promote community cohesion:

Visits to many local places of worship.

We encourage and involve our parents and families in celebrations based on the different religions. These include special assemblies, displays, talks and sharing experiences and customs around significant festivals.

Our curriculum, including RE and PSHE, encourage pupils to accept others' lifestyles and beliefs, as well as exploring shared values.

The RE and PSHE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice and discrimination.

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 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:

Ensure both boys and girls make expected progress.

Progress we are making on this objective:

We set out the progress we are making towards the achievement of this objective in our report on the use and impact of pupil premium funding which is available on our website and is updated annually.

Equality objective 2:

To ensure that our EAL children are able to fully access the curriculum and exceed expected progress.

Progress we are making on this objective:

We set out the progress we are making towards the achievement of this objective in our published performance data on attainment at key stage 2 which

is available on our website and on the DfE School Performance tables- available through a link on our website.

Part 5: Education specific employment provisions

Our Local Governing Body and the trust's Board of Directors are responsible for ensuring that we comply with the employment provisions of the Act. We are committed to:

- not unlawfully discriminating against our employees and other staff in terms of the protected characteristics;
- not unlawfully discriminating against a potential employee in respect of which to offer a job or the terms on which a job is offered and not discriminating against an existing employee in respect of the benefits facilities and services offered;
- making reasonable adjustments and reasonable steps to provide any necessary auxiliary aids and services and alterations to buildings in relation to disability for our employees or potential employees
- ensuring that any health related questions are targeted, necessary, and relevant for the job applied for; and
- seeking past sickness records, as required under safeguarding children and safer recruitment practices in education guidance, only after a conditional job offer has been made.

The trust publishes information about the composition of our workforce annually on the trust's web site.