



## **ST. GEORGE'S PRIMARY SCHOOL**

### **Equality Information**

#### **Part 1 : Information about the pupil population**

Number of pupils on roll at the school 439

#### **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.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability

Ethnicity and Race

Gender

Religion and Belief

#### **Sensitive information on some pupils with protected characteristics**

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or have undergone a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic.

#### **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 gather further information on the following groups of pupils:

Pupils in receipt of Free School Meals

Pupils in receipt of Pupil Premium/Pupil Premium Plus

Pupils with Special Educational Needs (SEN)

Pupils with English as an Additional Language

Pupils with a Traveller heritage

Pupils from low income households

Young carers

Looked after children

Other vulnerable groups

Data about employees does not need to be published where a school has fewer than 150 employees. In our school this means that only pupil related data will need to be published. We ensure that individuals are not able to be identified through the publication of data. We have considered carefully the data we wish to publish.

## **Part 2 : 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 school. 'Due Regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

### **Disability, Ethnicity, Race, Gender, Religion and Belief**

Summary information and data (including gaps in attainment, inequalities of outcomes and relations between different groups of pupils).

At St. George's Primary school we aim for all children to reach their full potential. Our current data shows that there is a gap in attainment between 'Special Needs' children who are at the level of School Action, School Action Plus and those that have a Statement. We wish to narrow the gap in attainment between these three groups and the rest of the children in our school. We also wish to narrow the attainment gap between other vulnerable groups such as pupils in receipt of Free School meals (FSM) and disadvantaged pupils compared to their peers.

We also, wish to improve the consistent rates of attainment and progress between boys and girls in English and Maths and that these rates of attainment and progress exceed the national figures (average).

We are committed to working for the equality of all our staff, children and parents and to meet our duties under the Equality Act 2010.

### **Eliminate unlawful discrimination by:**

- Adoption of the single equality policy.
- Our anti-bullying policy ensures all children feel safe at school and addresses the prejudice related to bullying. We are currently updating this policy.
- Report, respond to and monitor racist incidents.
- Keeping an up to date Accessibility Plan that contains key actions and is reviewed annually by Governors.
- Actively promoting and celebrating cultural diversity.

### **Advance equality of opportunity by:**

- Analyse the information we gather to identify underachieving groups or individuals and plan targeted interventions.
- Providing opportunities for all stakeholders, including: parents, pupils and Governors to contribute towards the school development plan.
- Ensure the curriculum is balanced, taking into account gender.
- Adopting an Inclusion policy that is relevant to all pupils, that ensures equal access to all aspects of school life and that individual needs are met.
- Ensure that policies are written in line with the Equality Act and have a positive impact on Protected and vulnerable groups if appropriate.

### **Foster good relations and community cohesion by:**

- Rights Respecting Schools
- Anti-bullying week
- Ensuring Equality and diversity is embedded in the curriculum
- School linking projects – through our partnership with our Kenyan school.
- Parent workshops and themed days
- Exploring equality and diversity during our enrichment programme and celebration/themed days
- Elected Parent Governors
- Develop a proactive and effective School Council.
- Being proactive in our charity work, raising money and awareness of current local, national and international issues.

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

- All children have equality of opportunity and experiences;
- Teaching and learning ensures inclusive practices providing equal opportunities for all groups of children;
- Children with a disability or identified needs receive appropriate support to make expected or better than expected progress;
- Tracking monitors the progress of all groups of pupils and appropriate action taken when necessary;
- Views of parents, staff governors and pupils are used to shape the future development of the school;
- Parents, staff governors and pupils' views are taken into account when formulating policy;
- Governors and staff play an active role in ensuring policies provide equality of opportunity;
- All children have the opportunity to be elected to school council and other pupil-led committees.
- The school will seek to encourage greater parent participation in school life: workshops, events etc
- Any case of discrimination is dealt with appropriately in accordance with school policy and law.

The equality objectives have been discussed and worked upon by an Inclusion Working party and were agreed by the full governing body on 29/03/12.

### Part 3 : Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- An open door policy is the norm;
- Newsletters and website are our primary means of communication and information sharing;
- The Headteacher and Deputy Headteacher are available on both playgrounds at the beginning and end of each school day. Staff are available at the end of the day to meet parents;
- The School Council debate matters of need and interest and issues raised by the school population. The resolutions or ideas are passed to SLT/staff for due consideration or implementation;
- Parent/Pupil/Staff/Governor Questionnaire – completed annually
- The whole school participate in Pupil Voice Day – Each June. The results of this are collated, analysed and presented to Governors. Each subject leader includes Pupil Voice within their action plan;
- Work within PHSE and RAINBOW/JIGSAW lessons.

### Record of consultation and engagement

Date	Policy/Decision	Action Taken
Summer 2012	All stakeholders to be consulted on the future of the school regarding the proposed change to a Portland wide, 0-19, stage not age academy.	St. George's to convert to Foundation status and remain an autonomous primary school.
Annually from September 2012	To consult the views of all stakeholders: Children, SLT, staff, Governors and parents through questionnaires.	Questionnaires issued and analysed annually and issues used within the School Development Plan. (SDP)
From September 2012	Develop an effective school council	Regular meetings Attend Chesil Student Council Conferences Attend Dorset Anti-Bullying Conferences
From September 2013	Develop effective Anti-Bullying procedures.	Celebrate Anti-Bullying Week Embed Cyber Bullying Procedures Child-led policy and advice produced Attend Dorset Anti-Bullying Conferences

#### Part 4: Record of how we have considered Equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is finalised.

Date	Policy or Decision	Equality issues we considered	Action taken or changes made
	Accessibility Plan Equality Impact Assessments	To ensure that all people have access to the school site, curriculum, resources and information (inc. written word)  To ensure each policy is in line with the Equality Act 2010.	Detailed Action Plan created considering Teachers are asked to co complete a Equality Impact Assessment when writing a policy that they are responsible for.

#### Part 5 : 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 evidence. 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

For rates of progress to be consistent between boys and girls at our school and for these rates of progress to be higher than the national average in Reading, Writing and Maths.

Progress we are making on this objective:

##### Equality objective 2

To narrow the attainment gaps between our vulnerable groups and the rest of the pupils in our school and for the progress of these vulnerable groups to be at least the same as other pupils in our school.

Progress we are making on this objective:

We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact:

Tel: 01305 820520

Email: [office@stgeorgesportland.dorset.sch.uk](mailto:office@stgeorgesportland.dorset.sch.uk)

Agreed by Governing Body: