



ST. GEORGE'S PRIMARY SCHOOL

Equality Information

Part 1 : Information about the pupil population

Number of pupils on roll at the school 454(2019) 452 (2020) 442 (2021)

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 and Disability (SEND)

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. In 2019 provisional data shows that in attainment across the school is either in-line or above national average at EYFS, Year 1, Year 2 and Year 6. In terms of progress the school is making either expected or better than expected progress for each group of pupils but there are various cohorts within the school where specific SEND need means that progress must be measured on an individual basis. We will continue to target and monitor each group within the school and plan interventions appropriately. Progress data at KS2 for the past two years for 'All' children and disadvantaged children has been above the national average. We will continue to monitor and track each vulnerable group: male and female students, those who are in receipt of Pupil Premium/Pupil Premium Plus funding compared to their peers and those who are SEND compared to their peers and provide an education tailored toward the specific cohort. We wish to narrow the gap in attainment between these three groups and the rest of the children in our school.

Since the introduction of the new curriculum, expectations on all children at key assessment points have been raised. Over the past four years at each key data collection point we have witnessed overall improvements in attainment and progress. Therefore we remain focussed on our 2019-21 priorities to reduce all gaps in attainment through maximising progress for every child.

In July 2019 there were 26% of the school population in receipt of Pupil Premium funding and 26% SEND. We must be particularly mindful that 34% are both PP and SEND. Of the 117 Pupil Premium children 47 (40%) were male and 22 males are both Pupil Premium and SEND.

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 review the policy each year through the Dorset Anti-Bullying Conference and/or the School Council.
- Report, respond to and monitor racist, bullying and homophobic 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.
- Working in partnership with outside agencies and other schools, especially those within our 4 school **partnership** group (4SP), secondary partners and the wider Chesil Education Area (former Chesil Education Partnership).

Foster good relations and community cohesion by:

- Subject themed weeks/Anti-bullying week / Safer Internet Day
- Ensuring Equality and diversity is embedded in the curriculum
- School linking projects – through our partnership with our Kenyan school.
- Parent workshops and themed events
- Exploring equality and diversity during our enrichment programme and celebration/themed days
- Elected Parent Governors
- Annual Parent and Pupil Voice.
- Develop a proactive and effective School Council and Eco-club.
- Being proactive in our charity work, raising money and awareness of current local, national and international issues.
- Working in partnership with local / national organisations – Police / Fire / Coastguard/ Ambulance.
- A regular program of visits from/to the local churches.
- Developing links with a variety of schools: 4SP, local secondary schools and those within the wider Chesil area.

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 need 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.
- 2016-19 Accessibility Plan complete enabling all pupils to a fully inclusive education with equality of access to written word, physical access and the curriculum.
- The attainment and progress gap is closing especially for the 'Disadvantaged' (PP) group of children.
- Progress for all groups is good in EYFS from below at baseline to national average in July. In year 1 Phonics attainment is consistently in-line or above national averages for each group. At the end of KS1 the school has been either in-line or above the Local Authority and National data in Reading, Writing and Maths. At the end of KS2 the attainment and progress of all children in Reading, Writing and Maths is above national data/averages for in the last 2 years, and for 4 years in Reading and Maths. Disadvantaged progress is above the National Average for the last two years in Reading, Writing and Maths.

The equality objectives have been discussed and worked upon by an Inclusion Working party and were agreed by the full governing body on 18/09/19.

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 (paper and email) and the school website are our primary means of communication for information sharing; Successful implementation of the text messaging service since 2015;
- 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. Also discussions with children by SLT and subject leaders and Governors as a feature of a learning walk.
- 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 SCARF lessons.

Record of consultation and engagement

Date	Policy/Decision	Action Taken
Summer 2012 Summer 2016 IPACA Summer 2018 Atlantic 2017-18	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. To consult all stakeholders on the future of the school regarding the Government's decision to convert all schools into academies. To create the Four Schools Partnership (4SP): St. George's, Holy Trinity, Radipole Primary and Wyke Regis Federation.	St. George's to convert to Foundation status and remain an autonomous primary school. Governors/HT/DH to research different MAT options. Aut/Spr 2016 To work with Chesil Education Partnership. Decision by Summer 2016. To create a memorandum of understanding, to be reviewed each year, that identifies the relationship between the 4SP. Joint Leadership meetings, INSET, Moderation, Peer Review and other special projects.
Annually from September 2012	To consult the views of all stakeholders: Children, SLT, staff, Governors and parents through questionnaires/pupil voice.	Questionnaires issued and analysed annually and issues used within the School Development Plan. (SDP) Annual pupil voice with findings reflected in subject leader action plans.
From September 2013	Maintain an effective school council	Weekly meetings Organise 3 charity events per year that reflect local, national and global concerns. Attend any Dorset-wide Student Council Conferences Attend Dorset Anti-Bullying Conferences Regular feedback to HT/DH
Annually From September 2013	Develop effective Anti-Bullying procedures.	Celebrate Anti-Bullying Week Embed Cyber Bullying Procedures Child-led policy and advice reviewed each year. SSCT to lead workshops on E-Safety. Effective E-safety and anti-bullying procedures. EPICT qualified teacher Mr. L. Wilson
10/7/19	Consultation with Inclusion working party to discuss SEND progress trends and identify key barriers to learning for the SEND group and plan next steps.	Review of the impact of current interventions available for SEND children to access. Decision to redeploy a teacher to work with SALT children and their parents on a bespoke project that maximise pupil progress and aids early intervention.

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
September 2019	Accessibility Plan	To ensure that all people have access to the school site, curriculum, resources and information (inc. written word).	Detailed Action Plan created considering all different types of access.
Ongoing	Equality Impact Assessments	To ensure each policy is in line with the Equality Act 2010.	Teachers are asked to co consider an Equality Impact Assessment when writing a policy that they are responsible for. Governors are asked to consider whether each policy meets the criteria.

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

To ensure the curriculum promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for different faiths and beliefs.

We will achieve this through:

- Ensuring that everyone develops and understands the values which underpin life in Britain.
- Teaching pupils to have a mutual respect and tolerance for, individual differences and an understanding of the various faiths and beliefs represented in Britain today.
- Ensuring that all learn to uphold the rule of law and support freedom, justice and equality.
- Helping children understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our national society.
- Valuing people's differences and respecting them.
- Developing pupils' awareness and tolerance of communities different to their own.
- Valuing democracy, listening to and valuing opinions; and to stand up for right against wrong. Use pupil voice/children's charters/elections/school council/SCARF lessons and assemblies to represent pupil voice.
- Caring for the disadvantaged, sick, the poor, the weak and the old and treat them as valued members of our society.
- Ensuring that learners become loyal and patriotic citizens of the United Kingdom. To develop this through being a good citizen within the school and local community, nationally and globally. Is developing an understanding of our place in Europe and the world.
- Present assemblies that present children with a cultural and faith knowledge base as well as current local, domestic and global issues.
- Effective deployment of our school Behaviour Policy.
- Enriching the curriculum through activities, trips and visits to places of interest and our Themed day/week programme. Also celebration of religious and national/global events and working with our community to support three Charity events per year.

Progress we are making on this objective:

Oct. 19 – School council organised a discussion in their classes and voted to support 'Hedgehog Friendly Portland' charity. School Council helped to deliver a whole-school assembly on the topic.
November 19 – January 2020 - Research and rewrite of the Anti-Bullying Policy.

March 2020 – July 2020 School forced into lockdown and providing a limited provision in school with many children accessing learning remotely – via the website. Virtual VE Day celebrations took place in May. Lockdown cards and art for the local care homes.

September 2020 – Introduction of Class Dojo across the whole school as a means of communicating with parents and whole school reward system. There are a set of common themes for children to earn Dojo points but each class has the facility to create their own aspects dependent on need/target.

January 2021 – Class Dojo is the learning platform for all remote education and teacher-parent communication in school.

Equality objective 2

To monitor the achievement and progress of all children in all groups, within each year group across the school.

To narrow the attainment gaps between our vulnerable groups (Pupil Premium and SEND) and the rest of the pupils in our school and for the progress of these vulnerable groups to be greater than the other pupils in our school. 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.

We will achieve this through:

- Careful tracking and analysis of each group of children throughout the school.
- Discussions between the teacher and Headteacher/Deputy Headteacher/Inclusion Lead as to the best educational provision for the pupil or target group of pupils.
- A teacher working with identified SALT children and their parents to provide the skills, confidence and knowledge to deliver and complete their SALT programme.
- To communicate effectively with parents and ensure that targeted children receive the skills/learning needed to make accelerated progress and therefore reduce within-school variance (gap).
- Early intervention for SEND children in EYFS and KS1.
- To develop positive learning habits for SEND children and their parents.

Progress we are making on this objective:

Autumn Term 2019 – Use of teacher to deliver bespoke writing intervention programme for targeted year 1 pupils. Parents workshop and training from the Dorset Reading Partnership – to deliver training to Parents. Spring Term Year 1 Provision reviewed and continued with extra comprehension and writing support put in place for targeted Year 2 children. TAs delivering intervention for daily SALT support in EYFS.

March 2020 – July 2020 School forced into lockdown and providing a limited provision in school with many children accessing learning remotely – via the website. EYFS ELG / Year 1 Phonics / KS1 & 2 SATs were all postponed. Teachers recorded assessments for children who attended school. MC/TM/EB completed welfare calls to vulnerable and disadvantaged children weekly to ensure that children and their families were able to access education and to provide assistance with their mental health and wellbeing.

September 2020 – Teachers planned a catch-up curriculum to cater for the lost learning during Spring and Summer term. An intervention programme was planned and Year 2 children completed their Phonic Check missed when they were in year1 (92% pass rate).

January 2021 – National Lockdown – school provided: education, access to laptops/wifi/learning resources plus welfare checks and lunches for vulnerable and critical worker children. Employed Parent Support Adviser to support vulnerable and critical worker children.

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:

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Agreed by Governing Body: