



Merlin Top
Primary Academy

**EQUALITY INFORMATION AND
OBJECTIVES**

School policy statement on equality and community cohesion

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

- We try 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 try to make sure that people from different groups are consulted and involved in our decisions, for example, for example through talking to pupils and parents/carers, and through our School 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 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 general duty under the Equality Act 2010 to eliminate discrimination, to advance equal 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 and believe our school has a key part to play in promoting community cohesion through our approach to:

- Teaching and learning: teaching pupils to understand others, promoting discussion and debate about common values and diversity.
- Equity and excellence: removing barriers to access and participation, offering equal opportunities for all pupils to succeed at the highest level possible, sharing activities and celebrations with our co-located primary special school.
- Engagement and ethos: providing opportunities for children, young people and their families to interact with others from different backgrounds.

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.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion.

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.

Information about the pupil population

Number of pupils on roll at the school: 350 (Sept 2016)

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.

Pupil Special Educational Needs (SEN) Provision		
	<i>Number of Pupils</i>	<i>Percentage (%) of school population</i>
No Special Educational Need	209	59%
SEN Support (K)	43	12%
Statement	2	0.5%

Ethnicity & Race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			
Bangladeshi	2	0	2	Other mixed	4	1	5
Indian	0	0	0	White & Asian	0	0	0
Other Asian	0	3	3	White & Black African	0	2	2
Pakistani	14	11	25	White & Black Caribbean	0	1	1
Black or Black British				White			
Ghanaian	0	0	0	British	137	111	248
Nigerian	0	0	0	Irish	1	0	0
Somali	0	0	0	White Other	2	1	3
Caribbean	0	0	0	Gypsy/Roma	0	0	0
Other Black	0	0	0	Traveller or Irish Heritage	0	0	0
Chinese	0	0	0	Any Other Ethnic Group	0	0	0

Religion & Belief			
Buddhist	0	Sikh	0
Christian	37	No Religion	213
Hindu	0	Other Religion	20
Jewish	0	Unknown	21
Muslim	54		

Gender	
Male	192
Female	158

Information on other groups of pupils

Ofsted inspections 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:

Pupils with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	32	32	64	18%

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	88	81	169	48%

Looked after children

We track the progress and achievement of our looked after children.

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and intervention to tackle some of these concerns.

- Closing the gap between groups of pupils in relation to attainment and progress
- Ensuring access to all parts of our building for children and adults with disabilities.

Part 3: How we have due regard for equality

The information provided there aims to show that we give careful consideration to equality issues in everything we do. Schools 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.

- 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.
- Our policies make explicit that we aim to give careful consideration to equality issues.

- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We review our accessibility plan every two years with Governors.
- We record racist incidents and act upon any concerns.
- The Leadership Team is concerned with closing gaps; this is reflected in the school's values.
- We give due regard for equality issues in decisions and changes we make.
- 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 a disability or special educational needs, ethnicity and race, gender, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action has been taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a SEN policy that outlines the provision the school makes for pupils with special educational needs.
- Our complaints procedure sets out how we deal with any complaints relating to our school.

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 set targets to ensure our children with disabilities make good progress.
- We provide good quality training for our staff on inclusion.
- When required we gain external advice and support.
- We promote positive links with our parents.
- Specific targeted support when appropriate.
- Annual reviews
- Liaising and working in partnership with a number of professional organisations.
- A wide range of resources.

How we foster good relations and promote community cohesion:

- Our school admissions criteria which welcomes all pupils.
- Home visits prior to starting school in nursery/induction meeting prior to a school placement.
- Regular meetings with parents.
- We ensure that the curriculum and resources we use have a positive image of disabled people.

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

- 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.

Ethnicity & 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 plans are put into place, these may include targeted intervention.

- We monitor the attainment and progress of all pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.

How we foster good relations and promote community cohesion:

- Parents' workshops
- An informal open door policy, staff are available at the start and end of the day.
- (Head of school) Deputy Headteacher meets all new families for an induction meeting, interpreters are invited; if required.
- Special induction meetings for families with children starting in Nursery or Reception.
- We ensure that the curriculum challenges racism and stereotypes.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.

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

- A high number of parents attend school events including; parents' evenings, assemblies, summer and Christmas fairs.

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 pupils by gender.
- Through our extended school provision boys and girls are equally represented.
- The School Council ensures both boys and girls views are equally represented.
- Sports teams are equally represented by both boys and girls.
- Our student leaders are both boys and girls.
- We continuously review our provision to ensure that we address barriers to participation of boys and girls in activities.

How we foster good relations and promote community cohesion:

- We ensure we include 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?

- We have a curriculum in place that engages both boys and girls.

Religion & belief

We are committed to working for equality for people based on their religion, belief and non-belief. At Merlin Top Primary 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 help them flourish within their communities as citizens in a diverse society.
- We promote inclusion for all faith groups in all parts of the curriculum.

How we foster good relations and promote community cohesion:

- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.

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

- Low numbers of racist incidents.

- We have a rich curriculum that enables children to learn about different cultures and religions.

Part 4: Consultation & Engagement

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

Our main activities for consulting and engaging are:

- Parent/pupil Questionnaires
- Parent's Evening
- School Council

Part 5: Our Equality Objectives

The Equality Act 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.

OBJECTIVE 1:

To narrow any gaps in attainment and progress that have arisen between groups of pupils within the school's community by ensuring that all groups and individuals have their needs fully met in order to achieve their full potential, and to make good progress or better.

OBJECTIVE 2:

To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity