



Equality Objectives

Equality Information and Objectives
Public Sector Equality Duty (Updated January 2019)

Public Sector Equality Duty

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.

Southill Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are considered to be of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise, respect and celebrate difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We observe good equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist
6. We have the highest expectations of all our children.

Equality Information

Number of pupils on roll at the school: 216

Age of pupils: 4 to 11

Information on pupils by protected characteristics

The Equality Act 2010 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 protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils who are eligible to receive the Pupil Premium, or who have received it in the past (the 'disadvantaged' group)
- Pupils with English as an Additional Language (EAL)
- Pupils with parents in the armed services
- Young carers
- Looked-after children
- Other vulnerable groups

Race/Ethnicity Information

Race/Ethnicity	%
Any other Asian background	0
Any other Black background	0
Any other ethnic group	0
Any other mixed background	1
Any other White background	2
Bangladeshi	2
Black - African	0
Black Caribbean	0
Chinese	1
Indian	0
Pakistani	0
Refused	0
White - British	93
White - Irish	0
White - European	0.5
White and Asian	0.5
White and Black African	0
White and Black Caribbean	0.5

Breakdown by group

Male: 48%

Female: 52%

Pupils eligible for Free School Meals (FSM): 4%

Disadvantaged: 9%

Pupils with Special Educational Needs and Disabilities (SEND): 13%

Pupils with English as an Additional Language (EAL): 2%

Young carers: 0

Looked after children: 0

Through careful tracking and monitoring of individuals and the groups to which they belong, we aim for gaps in attainment (between these children and their peers) to be reduced and eventually eliminated.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Southill Primary School. 'Due regard' ensures that we

work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

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

We aim to eliminate any and all forms of discrimination at our school by:

- Adopting the Single Equality Scheme
- Developing a Behaviour Policy with a key aim that all children should be and feel safe at school Addressing prejudicial bullying wherever it occurs
- Reporting, responding to and monitoring all racist incidents
- Monitoring the curriculum to ensure that it meets the needs of our pupils
- Establishing respect for diversity as a cornerstone of our ethos; addressing this regularly in assemblies and through the curriculum.
- Challenging negative stereotyping
- Aiming for pupils to reach their potential through an equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it. We do this by:
 - Using the information we gather to identify underachieving groups or individuals and to plan targeted intervention
 - Regularly seeking feedback from pupils and parents about various aspects of the school
 - Being open in our policies and practices, communicating these to parents and pupils across a range of platforms
 - Listening to pupils at all times
 - Fostering good relations between all the different members of our school community
 - Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

Equality Objectives

At Southill Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Objective 1: To monitor pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Objective 4: To develop our curriculum further so that our school becomes a LGBT+ inclusive environment.