

Slimbridge Primary School and Little Otters Playgroup Public Sector Equality Duty Annual Statement 2016/17

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality or 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.

Duty under the Equality Act 2010

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- 1. Eliminate discrimination and other conduct that is prohibited by the Act**
- 2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- 3. Foster good relations across all characteristics – between people who share a protected characteristic (see end) and people who do not share it.**

In addition the Act introduced two 'specific duties' for schools:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives.

How are we complying with the duty?

1. Eliminate discrimination and other conduct that is prohibited by the Act

At Slimbridge Primary School we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. We have a series of policies and procedures in place to support us with this. These include:

- Behaviour Policy
- Anti-bullying Policy
- Equality Policy
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Recruitment Policy
- Admissions Policy
- Spiritual, Moral, Social and Cultural Policy

Many of these documents are available on the school website and all are available from the school office.

The head teacher's termly reports to the full governing body include details (if any) as to the number of bullying or racist incidents that have occurred. There is also an update on the number of exclusions that may have occurred (none recently) and the number of children registered as having additional learning needs. All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly according to the governing body's work planner.

2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

At our school, careful analysis of performance/attainment data is used to identify different groups within our school community, this includes analysis of attendance figures and how low attendance impacts on performance of different groups in the school. We are able to make comparisons and identify any group that may be achieving less well than other groups. We build in strategies to address such issues and these are included in the school improvement plan. The plan is reviewed annually and action plans developed accordingly. At our school, we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

The school has an accessibility plan and this ~~too~~ is reviewed annually. A copy of this plan is available in the school office.

3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

We recognise that our school is located in a rural, and predominantly white, area. We therefore endeavour to provide our pupils with a range of experiences to give them insight into modern, multi-cultural Britain. To encourage this, we use certain strategies to support us:

- Everyone in the school community is treated with respect and kindness. This extends to our parents, the local community and any visitors.
- We value diversity and all staff appointments are based on a strict professional criteria, the best candidate will always be appointed.
- We offer a broad and balanced curriculum which reflects our own community and has a more global perspective too.
- We acknowledge the complexities of British society and although this is not reflected in the school, we recognise that it would be failing the pupils if we did not prepare the children for their integral part in society.
- Strong citizenship and PHSE curriculum.
- Assemblies.
- Celebratory events for different festivals.
- Strong links with the local community.
- Strong links with other local schools, particularly the Tyndale Cluster.
- Strong commitment to Community Cohesion.

Meeting our equality objectives 2015/16

Our equality objectives for 2015–2019 are published separately.

To ensure that our school buildings remove barriers to accessibility for disabled learner, staff and visitors where ever possible

- To ensure that we look to improve the physical environment and promotes accessibility for all whenever possible.
- That participation in extended school activities reflect the diversity of the school population.
- To ensure that the school's procedures for dealing with bullying/harassment are clear and known to all stakeholders.
- To establish the needs of new children, parents and staff with regards to disability.
- To continue to develop a range of learning resources which are accessible to pupils with different disabilities.

To narrow the gap between pupil premium (PP) pupils and non-PP by the end of KS1 and KS2

- School employs a teaching assistant to develop supportive relationships with PP children and to listen to them read regularly.
- School provides extra music lessons at no charge for some PP children.
- Small group and individual booster sessions are provided for PP children.
- School ensures no PP child is unable to attend a trip or residential visit because of financial difficulty.
- Monitor and analyse children's attainment and progress by need and act on any trends or patterns in the data that requires additional support.
- Progress and needs of PP children is a standing agenda item in staff meetings.
- Engage parents with children learning, through open classroom sessions, information events.

To narrow the gap in reading progress between boys and girls

- Develop phonics confidence using Nessie and other programmes.
- Supported daily reading.
- Engaging parents in reading at home.
- Reading recovery programmes, such as reading eggs.

To support all children to develop a love of reading regardless of their access to resources outside school

- School has regular reading challenges to encourage all children to read.
- School has matched funding with FOSS to improve selection of books and has supported FOSS in its work to improve library provision for all children.
- School has held reading evenings where children listen to bedtime stories read by staff and parents attend reading information sessions.
- Focus on progress in reading for children on the SEN support category.

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

- School has adopted Outdoor Play and Learning (OPAL) to develop a playground ethos of supportive and inclusive play; this is monitored by the Governing Body.
- School has supported all teaching staff to gain Philosophy for Children accreditation; within year-group and cross-year-group sessions see all children engaged in philosophical discussion and the creation of a conciliatory classroom ethos.
- School has focused learning powers on the development of a growth mind set for all children.

Our School Profile (RAISE 2016)

2016	School	National
NOR	111	275
% Boys	51.2	51
% Girls	48.6	49
% Eligible for FSM	20.7	25.2
% Pupils from minority ethnic groups	0.0	31.6
% EAL	0.0	20.1
% Children supported as:		
SEN Support	16.2	12.1
Statement/EHCP	4.5	1.3
% stability	85.4	85.7
Deprivation indicator	0.08	0.21
Registered disabled	0.9	
Local authority care	0.9	