

# **Salway Ash CE VA Primary School**

**October 2020**

## **Equality information**

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

Number of pupils on roll at the school: 115

#### **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 who 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 on free school meals  
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

## **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 the school.

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

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

We have analysed data regarding Salway Ash School:  
**End KS2 Teacher Assessment Results (Yr6) ,**  
**Gender: 10 boys and 11 girls.**  
Due to COVID-19 there were no SATs tests this year. However, teacher assessment showed 100% of girls and 90% of boys gained expected or better in Reading, Writing and Maths.  
**Pupil Premium Pupils:**  
There were 2 disadvantaged pupils in this cohort, both of whom gained expected or above in Reading, Writing and Maths.  
**Ethnic Groups:**  
There were 3 pupils from different ethnic groups in this cohort, all of whom gained expected or above in Reading, Writing and Maths.  
**End of KS1(Yr2)**  
**Gender: 8 boys and 8 girls.**  
Due to the National lockdown teacher assessment was recorded at the end of the Spring Term. At this time, 63% of boys and 75% of girls gained expected or above in Reading, Writing and Maths  
**Pupil Premium:**  
There were 2 disadvantaged pupils in this cohort.  
**Special Educational Needs:**  
Two pupils were on the SEND register

We are committed to working for the equality of all our staff, children and parents. To meet our duties under the Equality Act 2010 we have due regard to the need to:

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

- The school reviewed our Single Equality policy in November 2020 which is available to download from the school website
- In a parent survey in February 2020 100% of parents said that they see the school as inclusive where everyone is valued. "Teachers are always very aware that everyone is included and treated fairly".
- Following an on-line parent survey in July 2017 key strengths included pupil behaviour and discipline and the school looking after and caring for pupils.
- As a result of collective work our anti bullying and behaviour policies together with governor questionnaires of pupils, 89% of children said they enjoyed playtimes and felt safe. Comments on how to improve playtimes mainly evolved around having more equipment available to play with and not having areas in school where children can hide away from the teachers view.
- In response we have increased Playground Leaders training and the range of equipment available for the children. Areas have been boarded off behind sheds etc. in order to stop access to these areas.
- Following training on 'Challenging homophobic, biphobic and transphobic bullying' the school changed its toilet facilities to non-gender specific.

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

- We use the information we collate through our tracking system to identify underachieving groups or individuals and plan targeted interventions
- We strive to ensure participation of all parents and pupils in school development through parents meetings to discuss priorities for the school, the PTA and our School Council.
- Reading books and library books reflect equality issues and the wider society that we live in. We have expanded our library collection with funds from the Lions Club of Bridport following our participation in the local Swimathon.

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

- We constantly strive to ensure that equality and diversity are embedded in the curriculum and we often focus on these key areas in assemblies. This is also true for the themes chosen for the KS1 Nativity play each year e.g. Refugees.
- When possible our school has linked with schools abroad, for example we have linked with Kwaggafontein Farm School, Africa, and Margaret Mead Elementary, USA. We have also more recently fostered a link with a school in India following a

member of staff teaching there during 2016/2017 before returning to school for September 2017.

- We actively participate in national events like Anti Bullying Week and Safer Internet Day. Parents often comment on the usefulness of receiving regular E-safety information which is circulated to all families and taught to the children.
- We regularly contribute to the following charities; Red Nose Day, Sports Relief, Weldmar Hospice, Christian Aid, Childhood Leukaemia, Breast Cancer Awareness and Children In Need
- We have welcomed the Maasai Warrior Troupe from Nairobi to our school on a number of occasions and helped them to improve the buildings in their village, including their school. We keep in touch to see how they are doing.
- We annually raise money for Farm Africa following on from our Harvest festival in our local church.
- During 2016/2017 we gained Green Flag status due to our Eco Schools work.
- In a parent's survey February 2020 100% of replies said that they are made to feel welcome at the school.

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

Following our most recent Equality survey of parents in February 2020 results show:

- When asked if their child had been subject to bullying of any kind parents said 'no', but if there had been any low level teasing it had been dealt with extremely promptly and managed with discretion.
- When asked if they considered any groups of pupils seem to be isolated or less well treated than any other group, 100% of parents said no.
- The vast majority of parents said they felt welcomed to join in with the PTA, governors or volunteer to support classes or clubs.
- All parents felt that the school promote the pupils spiritual, moral, social and cultural development effectively. They particularly liked the fact that different religious festivals are discussed and observed. "Inclusive of people with and without faith". Also that 'British Values' are celebrated in parent Celebration Assemblies. An action for the school to follow taken from this survey is to increase pupils contact with other cultures, religions and communities, however, they were impressed by the recent parliament visit.
- Parents said they felt girls and boys were treated the same in school; "achievements across all children are celebrated brilliantly".
- General comments on survey forms included that parents felt children are taught the importance of equality and inclusion,

that 'inclusion is at the heart of the school' and that 'the school has a very positive approach'.

In addition

- Pupils in our care are now much more aware of developments in the world around them. We will continue to increase this awareness through our very strong eco schools work and by increasing pupils contact with different cultures, religions and communities.
- The ethos of Rights Respecting Schools has had a positive impact on behaviour in and around school. Children can talk confidently about 'Rights' and 'Responsibilities' when dealing with any classroom or playground conflicts. RRS will continue to be a focus for school in order to ensure that the UNICEF rights of children are fully embedded across the curriculum.
- We will extend our links with schools abroad, whenever possible; to continue to broaden our children's understanding of equality and diversity.
- We will continue to monitor the clubs on offer and ensure they are equally appealing to and attended by girls and boys.
- Ensure equality at playtimes through Play Leaders and School Council members having a say in the equipment available each day for children to play with.

### **Part 3: Consultation and engagement**

We aim to engage and consult with pupils, staff, parents and carers and 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:

- Questionnaire to parents
- Questionnaires to pupils
- Staff meetings
- Gobs meetings
- Parental consultations
- School Council
- Engage wider community through Governor links
- Equality parent questionnaire
- A named governor who is responsible for the equality agenda in school.
- Governor questionnaires for pupils e.g. 'How safe do you feel in school?'
- Eco School Council

## Record of consultation and engagement (optional)

Date	Who we consulted	Summary	Action taken
February 2020	Parent Equality Questionnaire	The vast majority of parents are very happy with the way the school addresses equality and inclusion in school: “We think the school does a fantastic job creating an ethos where everyone is welcome and all children are given opportunities to thrive.” “Maintaining a broad curriculum throughout the school helps the school allow children to shine in different ways. A lot of time is dedicated to building strengths.”	Results shared with staff. Agreed actions: Mindful decisions to ensure all pupils have chance to shine in productions and assemblies; Communication to parents on how to volunteer for the PTA strengthened; Increased pupil contact with other cultures, religions and communities; Ensure no stereotypical language used.

## 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 made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
March 2020	FGB meeting. To monitor gender suitability in all curriculum, extra-curricular clubs and activities provision and	With 60% girls and 40% boys in school as a whole it is important to analyse if content in provision is equally suitable and attractive to the	Sports premium money used to increase range of activities available which appeal to girls and boys e.g. badminton, archery,

	premises.	boys as well as girls in school. Language used non gender specific.	running, uni hoc. The use of a range of teaching styles and topic choices to suit both gender. Toilets adapted to non-gender specific.
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## 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 continue to ensure that boys and girls have equal opportunities to participate in extracurricular activities.**

#### **Progress we are making on this objective:**

The range of clubs and activities have been increased with due regard to their appeal to both girls and boys.

Staff are more aware of making sure clubs are inclusive in their appeal and content of sessions.

Older pupils will analyse numbers attending each club as a mathematical calculation to assess whether there appears to be equality across provision.

### **Equality objective 2:**

**To ensure stereotypical language is not used in school.**

#### **Progress we are making on this objective:**

Staff meetings have been held to talk through this objective and to really iron out what 'stereotypical language' means in a school context. Teaching teams in each class have agreed to monitor language being used and to identify circumstances when stereotypical language is inadvertently used. Books have been analysed and any deemed to be stereotypical thrown out. T

Examples researched of non-stereotypical figures from history studied.

### **Equality objective 3:**

**To ensure there is equality for pupils at playtimes.**

#### **Progress we are making on this objective:**

Staff have discussed this issue and put actions in to place, for example making sure football does not dominate the playground and dividing the field up for certain activities to take place. As requested by the girls there will now be a dedicated area for them to play football and the chance to form a girl's football team, playing against other

schools.

We are now going to ask the Play Leaders and class reps to suggest ways of making playtimes more 'inclusive' including suggesting appropriate equipment to have out each day and altering this to maintain interest. They will also ensure games are set up for the younger pupils to play. Training for the Play Leaders and their role in school has been bought in.

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.

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### Information on pupils by protected characteristics

Ethnicity and race Pupils aged 5 years and over at 31.08.20 Autumn 2020 Census							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage				<b>Mixed</b>			
Indian heritage				Other mixed heritage			
Other Asian heritage				White and Asian			
Pakistani heritage				White and Black African		1	1
<b>Black or Black British</b>				White and Black Caribbean			
Black African heritage				<b>Any Other Ethnic Group</b>			
Caribbean heritage				<b>White</b>			
Other heritage				British heritage	46	64	110
<b>Chinese</b>				Irish heritage		1	1
				Traveller of Irish heritage			
				Gypsy / Romany			
				Any Other White background		3	3
<b>Information withheld</b>							



<b>Pupil Special Educational Needs (SEN) Provision Autumn Census 2020</b>		
	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	102	89%
Special Needs Register	13	11%
Education and Health Care Plan	0	0

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."

<b>Religion and Belief</b>			
Buddhist		Sikh	
Christian	65	No religion	50
Hindu		Other religion	
Jewish		Unknown	
Muslim			

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

<b>Gender</b>	
Male	46(%)
Female	69(%)

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language	0	0	0	0
Number of pupils who are at an early stage of English language acquisition	0	0	0	0

<b>Pupils from low income households</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils currently eligible for free school meals	3	5	8	7%

**Looked after children**

0

**Young carers**

0

**Other vulnerable groups**

N/A