

# Whinstone Primary School



*Helping each other to be the best we can be.*

---

## STATEMENT OF COMPLIANCE WITH THE PUBLIC SECTOR EQUALITIES DUTY

---

Policy Adopted by LGB: March 2022  
Date of Next Review: March 2025  
Responsible Officer: Head Teacher

## Introduction

The single Public Sector Equality Duty (PSED) requires public bodies to promote equality. It has three main elements that 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.

The purpose of this document is to present how our school is meeting the Public Sector Equalities Duty and to set out our Equalities Objectives based on the characteristics of our school population.

## 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 pupil's 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 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 gender identity or reassignment; 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 equality of 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.

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 and girls in certain subjects.

## Information on pupils by protected characteristics

Number of pupils on roll at the school (including Nursery): **215 (Academic Year 2020-21)**

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.

### 3.1 Disability, Special Educational & Medical Needs

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: 0

There are pupils at our school with different types of special educational needs, social and emotional needs as follows:

SEN Provision	Number of pupils	Boys	Girls	% School
SEN Provision - Education, health and care plan (code E)	7	3	4	1.3
SEN Provision - SEN support (code K)	26	22	4	4.7
Total number of pupils with SEN (codes E, S and K)	33	25	8	6
No special educational needs (code N)	520	270	250	94
Total pupils on roll	554	295	259	100

There are pupils at our school who are supported with a range of medical needs including asthma, epilepsy, diabetes, eczema and allergies as follows:

Pupils with medical needs	Number of pupils	Boys	Girls	% School
Pupils with medical needs	46	22	24	9.02

### 1.2 Ethnicity & Race

Ethnicity Code	Description	Number of Pupils	Boys	Girls	% School
AOTH	Any Other Asian background	3	3	0	0.5
BOTH	Any other black background	2	2	0	0.4
WOTH	Any other white background	10	6	4	1.8
MOTH	Any other mixed background	7	4	3	1.3
ABAN	Bangladeshi	2	1	1	0.4
BAFR	Black – African	10	6	4	1.8
CHNE	Chinese	6	5	1	1.1

AIND	Indian	28	15	13	5
APKN	Pakistani	18	9	9	3.2
REFU	Refused	11	5	6	2
WBRI	White British	438	231	207	79
MWAO	White and Asian	11	7	4	2
MWBA	White and Black African	6	1	5	1
MWBC	White and Black Caribbean	2	0	2	0.4

### 3.4 Religion & Belief

Religion & Belief	Number of pupils	Boys	Girls	% School
Christian	183	92	91	33
Hindu	7	2	5	1.3
Muslim	23	13	10	4.1
Sikh	18	12	6	3.2
No Religion	307	167	140	55
Refused	1	1	0	0.1
Other Religion	12	8	4	2.2
Blank	3	0	3	0.5

### 3.5 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:

#### 3.5.1 English as an additional language

Language Code	Description	Number of Pupils	Boys	Girls	% School
ARA	Arabic	3	1	2	0.5
BNG	Bengali	1	0	1	0.2
CHNE	Chinese	5	4	1	0.9
PRSA	Farsi/Persian	1	1	0	0.2
FIN	Finnish	1	1	0	0.2
HIN	Hindi	1	0	1	0.2

KAN	Kannada	1	0	1	0.2
KUR	Kurdish	2	1	1	0.4
OTH	Other than English	15	11	4	2.7
PNJ	Panjabi	6	4	2	1
POL	Polish	1	0	1	0.2
RUS	Russian	1	0	1	0.2
SPA	Spanish	2	0	2	0.4
TAM	Tamil	1	0	1	0.2
URD	Urdu	7	5	2	1.3
VIE	Vietnamese	1	1	0	0.2

### 3.5.2 Other Pupil Characteristics

Pupils on roll:	Number of pupils	Boys	Girls	% School
Service children	8	5	3	1.4
Pupils for whom the school receives top-up funding	15	9	6	2.7
Post looked after arrangements - includes children ceased to be looked after through adoption, special guardianship, residence order or child arrangement order	2	1	1	0.4
Eligible for free school meals	67	31	36	12.1
Gender Identity or reassignment <sup>1</sup>	0	0	0	0
Sexual Orientation <sup>2</sup>	0	0	0	0

### Our Main Equality Challenges

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

- Achievement for disadvantaged pupils from low income families
- Creating a climate of understanding and acceptance by all pupils of those with differences – special educational needs, emotional needs, range of backgrounds and family circumstances

<sup>1</sup> We do not collect data on pupils who are planning to undergo gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

<sup>2</sup> We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual people.

- Provision for pupils for whom English is an additional language
- Training for staff and governors on Equality and Diversity.

## **How we have due Regard for Equality**

The information provided here aims to show that we consider equality issues in everything that we do.

### **5.1 Due regard to the need to eliminate discrimination, harassment and victimisation**

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. Please contact us if you would like to see copies of any of our school policies.

- 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
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees
- We have a school behaviour policy that treats all children fairly and considers their many differences, including culture, ethnicity and ability
- 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 disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs
- We have an accessibility plan that supports all members of our school community to reach their potential through full access to all areas of school life
- Our complaints procedure sets out how we deal with any complaints relating to the school
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances
- We have a staff code of conduct that states clearly that discrimination or prejudice of any kind will not be tolerated.

### **5.2 Due regard to the need to advance equality of opportunity and foster good relations**

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.

#### **5.2.1 Disability (including pupils with Special Educational, social, emotional and medical needs)**

We are committed to working for the equality of people with and without disabilities.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

#### Key Stage Two Performance - Combined Reading, Writing & Maths (CRWM)

Pupils Achieving Standard															
	2017					2018					2019				
	Cohort	† Pupil %	SCH	LA	NAT	Cohort	† Pupil %	SCH	LA	NAT	Cohort	† Pupil %	SCH	LA	NAT
All Pupils	89	1.1%	74%	64%	61%	91	1.1%	80%	71%	64%	90	1.1%	82%	71%	65%
Sch vs LA & Sch vs Nat				10%	13%				10%	16%				11%	17%
Male	52	1.9%	69%	61%	57%	50	2.0%	78%	67%	60%	42	2.4%	79%	66%	60%
Female	37	2.7%	81%	67%	65%	41	2.4%	83%	74%	68%	48	2.1%	85%	75%	70%
Gender Gap			-12%	-6%	-8%			-5%	-6%	-8%			-7%	-9%	-10%
Disadvantaged	21	4.8%	38%	46%	48%	13	7.7%	69%	54%	51%	18	5.6%	67%	54%	51%
Non-Disadvantaged	68	1.5%	85%	73%	67%	78	1.3%	82%	79%	70%	72	1.4%	86%	80%	71%
Disadvantaged Gap			-47%	-28%	-19%			-13%	-25%	-19%			-19%	-25%	-20%
Sch Dis vs Nat Non-Dis Gap					-29%					-1%					-4%
SEN (K, S or E)	4	25.0%	50%	22%	18%	8	12.5%	38%	33%	21%	5	20.0%	80%	29%	22%
SEN Statement or ECHP (S or E)	0	***	N/A	4%	8%	1	100.0%	100%	12%	9%	1	100.0%	0%	8%	9%
SEN Support (K)	4	25.0%	50%	26%	20%	7	14.3%	29%	37%	24%	4	25.0%	100%	34%	25%
No SEN (N)	85	1.2%	75%	74%	70%	83	1.2%	84%	80%	74%	85	1.2%	82%	80%	74%
SEN Gap			-25%	-52%	-52%			-47%	-48%	-53%			-2%	-51%	-52%
Sch Non-SEN vs Nat Non-SEN Gap					5%					10%					8%

- There are no significant inequalities, including those in relation to attainment and access to learning and facilities
- The relationships between disabled pupils and others is very good.

#### How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs
- We make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience
- We promote the understanding of difference and of disability and special educational needs through circle times, PSHE and assemblies
- We tackle prejudice and any incidents of bullying based on disability

- We have no recorded instances of bullying or prejudice based on special educational needs or disability
  - Pupils treat each other with understanding, care and consideration, taking due account of each individual's differences
  - We annually review our disability & accessibility action plan to ensure that all physical barriers to learning are removed
  - Our staff receive regular health and mental health training to understand needs medically and mentally
  - Counselling support is used in school for mental health, social and emotional support
- We are committed to working for the equality of people with and without disabilities.

### **5.2.2 Ethnicity and race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils):

- There are no significant inequalities from different ethnic groups
- Performance is measured against national and local benchmarks, some ethnic groups may underperform, where this is highlighted practice within school is reviewed to address any needs
- We involve and consult pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement or wellbeing.

#### **How we advance equality of opportunity:**

- We monitor the attainment and progress of all our pupils by ethnicity
- We set targets to improve the attainment and progression rates of particular groups of pupils where necessary
- We identify and address barriers to the participation of particular groups in learning and other activities
- We develop particular initiatives to tackle the motivation and engagement in learning of particular groups as required
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups
- We link with groups, organisations and projects in the local community
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- We ensure that the curriculum challenges racism and stereotypes
- The curriculum is supported by resources that reflect the diverse communities of modern Britain
- The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture, involving parents and keeping a record in order to inform the governing body



- We have no major incidents of bullying or harassment on the basis of race, ethnicity or culture
- Review our procedures for newly arrived learners – including a welcome pack and initial assessment.

### 5.2.3 Gender

We are committed to working for the equality of women and men.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

The most recent 2019 data shows that there are no significant inequalities,

#### Key Stage Two Performance - Combined Reading, Writing & Maths (CRWM)

● Pupils Achieving Standard																
		2017					2018					2019				
		Cohort	† Pupil %	SCH	LA	NAT	Cohort	† Pupil %	SCH	LA	NAT	Cohort	† Pupil %	SCH	LA	NAT
All Pupils		89	1.1%	74%	64%	61%	91	1.1%	80%	71%	64%	90	1.1%	82%	71%	65%
Sch vs LA & Sch vs Nat					10%	13%				10%	16%				11%	17%
Male		52	1.9%	69%	61%	57%	50	2.0%	78%	67%	60%	42	2.4%	79%	66%	60%
Female		37	2.7%	81%	67%	65%	41	2.4%	83%	74%	68%	48	2.1%	85%	75%	70%
Gender Gap				-12%	-6%	-8%			-5%	-6%	-8%			-7%	-9%	-10%

- Performance against national and local benchmarks is at or above average for both boys and girls
- We consult boys and girls on issues that might affect their achievement and well-being.

#### How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender
- Neither boys nor girls are treated as homogeneous groups
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls
- We are identifying and addressing barriers to the participation of boys and girls in activities
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress, for example parents are invited to come and talk about their work as part of the curriculum
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment
- The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, PSHE lessons and the general curriculum
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- There are no significant gaps in attainment or inequalities between girls and boys at the school

- We will continue to be committed to equality of opportunity for men and women, boys and girls.

#### 5.2.4 Religion and Belief

We are committed to working for equality for people based on their religion, belief and non-belief.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We have a wide diversity of faith backgrounds in the school, including Christian, Hindu and Muslim and Sikh.
- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice
- We have no issues in relation to the needs of groups of pupils with particular faith backgrounds
- There are good relations between pupils who share a religious faith and others

#### How we advance equality of opportunity:

- We tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Through assemblies, PSHE lessons the school actively promotes the spiritual, moral, social and cultural development of all pupils
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination
- There are daily assemblies that give opportunities to celebrate a variety of faiths and beliefs
- Children have the opportunity to visit local places of worship representing a variety of faith communities
- If they arose we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-semitism and Islamophobia
- We aim to continue our spiritual, moral, social and cultural development policies and to promote equality based on religion belief and non-belief.

#### 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 information. 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.

**6.1 Equality objective 1: Provide training for all staff and governors on equality and diversity**

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

Through the INSET timetable there are opportunities as they arise to provide training on equality and diversity. This will take place through the areas of safeguarding, anti-bullying and EAL. Governors will attend Trust wide training as and when available.

**6.2 Equality objective 2: Monitor the achievement of pupils from low income and disadvantaged families (FSM)**

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

During progress meetings with senior leaders and class teachers, the progress of children from low and disadvantage families is discussed as a school priority. Progress is monitored to ensure that they are working at least at age related expectations to ensure the gap is narrowed in comparison to other pupils. Support and interventions are set up to help the progress of all pupils receiving this funding regardless of level.

**6.3 Equality objective 3: Promote understanding and respect for differences**

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

The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff training. The school encourages the promotion of British Values as well as valuing the cultural and religious identities of the school.