

# **Thorners Church of England VA Primary School**

## **Equality information 2020-21**

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

Number of pupils on roll at the school: 89

#### **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 our pupils including:

- Disability
- Ethnicity and Race
- Gender
- Religion

#### **Sensitive information on 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.

As a primary school, it is unlikely that we will have issues in relation to gay, lesbian or bisexual pupils, or those relating to gender reassignment, maternity or pregnancy. However, as a school, we are aware that these are protected characteristics.

#### **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 significant medical needs
- Pupils with English as an additional language
- Pupils with a Traveller heritage
- 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).

Our whole school assessment shows that there is no significant difference in progress of different groups in terms of gender, ethnicity, SEND and non SEND, FSM and non FSM.

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:**

- adopting the single equality policy
- ensuring that all children feel safe at school and addressing prejudice-related bullying through our anti bullying policy
- reporting, responding to and monitoring racist incidents or any directed towards SEND pupils

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

- Using the information we gather to identify underachieving groups or individuals and plan targeted interventions
- Ensuring participation of all parents and pupils in school development

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

- Anti-bullying discussions
- Ensuring that equality and diversity is embedded in the curriculum
- School linking projects (pyramid and collaboration)

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

Children feel safe (annual pupil questionnaires)

**Following our regular questionnaires to parents and carers:**

- More multicultural experiences for pupils
- Encourage male role models (especially dads and granddads) to visit school, help in class

### **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:**

- Regular questionnaires for pupils, parents and staff
- Suggestion box for pupils, parents and staff
- Regular meetings of the School Council, whose members change every term, and of the Ethos Council
- Parent consultation meetings twice a year
- Parent information evenings (eg subject specific, e-safety)
- Assemblies for pupils and parents
- Church services
- Involvement of governors and the local community in school activities

## 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.

**We take account of the Single Equality Plan when we:**

- review each policy
- recruit staff

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Sept 2020	COVID	Inability to access Curriculum due to health issues in family and/or due to issues with technology/accessibility during Lockdowns	School Risk Assessment shared with parents prior to reopening and QandA session held via Zoom with parents. School Laptops to be made available.
January 2020	SEND	Inability to access curriculum	Explicit statement that all children should have their need met and be given equal access to the curriculum
Feb 2020	Religious Education	Religion, belief	<ul style="list-style-type: none"> <li>▪ Parents can withdraw child</li> <li>▪ Teachers do not have to teach RE unless specifically appointed to do so</li> </ul>
Nov 2021	Anti-bullying	Perceived or real differences between pupils	Makes explicit the understanding that bullying is often motivated by prejudice on grounds of race, religion, gender etc Pupils consulted on what bullying means and support needed
Nov 2011 onwards	Various safeguarding policies eg Whistleblowing	Harassment or victimisation	Sets out the protection school offers