



Gallions Primary School- Public Sector Equality Duty – January 2015

The Public Sector Equality Duty (PSED) requires our school to publish information about our school and how we plan and act upon different characteristics of our school. This is called Equalities and here you will find information about how we ensure Gallions meets its specific equalities duties. The specific duties are what the school must do.

The Equality Act 2012 clearly states that the following groups must be taken into account. People identified in these groups are considered to have a protected characteristic.

At Gallions we must ensure that groups that have a protected characteristic are taken into account when publishing information.

Protected Characteristics:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy & Maternity
- Religion & Belief
- Sexual Orientation
- Transgender (Gender re- assignment)

(Although there are two other protected characteristics- Age & Marriage & Civil partnership; schools do not have a duty to publish this information)

The information that we publish and analyse must be clearly linked to our three aims (General Duties) of our PSED. The general duties are the things our school is aiming to achieve:

General Duties (1):

The three aims of the Public Sector Equalities Duty are:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

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

Foster good relations between people who share a protected characteristic and those who do not.

Specific Duties (2):

Publish information-

You will find here information about our school community (see specific duties section)

Action Plan- Equality Objectives (3):

- Equality objectives- these will be clearly defined actions after careful thought and analysis

All the information and analysis will be from school improvement and development plans, evaluations and student data; we tend to use the information to improve the education for all groups in the school. We want to make sure we know which pupils are doing well and which ones are not so we can plan to improve.

A lot of this information is already being used by our school to develop and become better at making we are doing the best we can for our pupils. Some of the information may show us where we can improve. We will use the information which tells us we could be doing better to plan for the future and include these actions in our Equalities Objectives. These will also be published here.

We hope this information is clear and easy to understand if there are any questions about anything in this Duty please contact Shazia Hussain (Acting Head teacher) who will be able to help.

The duty will be published on our school website.

Gallions Primary School: Specific Duty: Equalities Information and Analysis (2)

Section 1- School Population

This information relates to our school population. These are the groups of people we will plan services for. It is our duty to provide good access to educational opportunities and support our pupils to succeed and do well at school. We want to make sure that no is at a disadvantage. We will use the following data and information to help us.

		Gallions	%
Gender	Girls	302	48%
	Boys	324	58%
Ethnicity			
Ethnicity	White/ British	76	13%
	Other White and European	127	22%
	Gypsy Roma/ Irish Traveller/ Other		
	Mixed Heritage	26	4%
	Black - Caribbean Heritage	17	3%
	Black- African Heritage	56	10%
	Black – Other	47	8%
	Asian- Indian	25	4%
	Asian – Pakistani	42	7%
	Asian – Bangladeshi	95	16%
	Asian - Any Other Asian Background	29	5%
	Chinese	10	2%
	Any other	31	5%

	minority ethnic group		
Free School Meal Eligibility	Not eligible	420	74.7%
	Eligible	101	17.9%
Religion/ Belief	Buddhist/ Taoist	3	1%
	Christian	279	45%
	Hindu	25	4%
	Jewish		
	Muslim	214	34%
	Sikh		
	Other	14	2%
	Refused	4	1%
	No religion	81	13%
Special Educational Need	No Special Educational Need	505	80.67
	SEN Support	118	18.85
	Statemented	3	0.48
Profile of need (% based on total number of pupils with Primary needs)	Communication and Interaction	25	20.66
	Cognition and Learning	66	54.54
	Social, Emotional and Mental Health Difficulties	26	21.5
	Physical and Sensory	4	3.3

Analysis/comments:

Analysis of the school population:

- The strongest language/ethnic background is other White Backgrounds (including Lithuanian and Eastern European backgrounds)
- The Bengali community is second strongest language/ ethnic background

represented, followed by Black African heritage

Comparisons to National data:

- Nationally, White British is the strongest language/ethnic background
- The national % of Bangladeshi children is significantly below the school % (1.6)
- Nationally, *other White backgrounds* are the second largest group (4.7%)

(Figures taken from Raise on Line 2014)

Attendance:

	Gallions Primary School (since Sep 2014)	
	Number	%
Authorised	See absence report	3.2
Unauthorised	See absence report	1.8
Persistent Absence		

Analysis/comments:

Comment:

- While overall the school has reduced the levels of unauthorised and persistent absence, levels continue to be above national levels. As a result they remain a whole school priority.

Development:

- Whole school incentives introduced to promote attendance with pupils/families
- Measures to tackle absence including:
 1. Class based attendance books
 2. Parent attendance workshops/drop in sessions
 3. Issuing of penalty fines/support of Attendance Management Service

Section 2- Advance Equality of Opportunity between people (those that share a protected characteristic and those that do not)

At Gallions we want to provide good access to education, promoting achievement and attainment for everyone who attends our school. We use information (data) to help us do this.

Attainment Data

This is how our school compares at the end of Key Stage 1

2014 End of KS1 SATs (Teacher Assessment)									
Subject	L2+			L2b+			L3+		
	Current	2013 School	2013 National	Current	2013 School	2013 National	Current	2013 School	2013 National
Reading	90.6%	89%	89%	81.3%	78%	79%	15.1%	26%	29%
Writing	88.3%	84%	85%	74.4%	65%	67%	4.6%	11%	15%
Maths	94%	90.1%	91%	83%	78%	78%	14%	21%	23%

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This is how our school compares at the end of Key Stage 2

2014 End of KS2 SATs (SATs Attainment)											
Reading L4+			Writing L4+			EGPS L4+			Maths L4+		
2014	2013 Schl	2013 Nat				2014	2013 Schl	2013 Nat	2014	2013 Schl	2013 Nat
87.3%	86%	86%				81.8%	68%	74%	87.3%	89%	85%

2014 End of KS2 Teacher Assessments					
Reading L4+	Reading L5+	Writing L4+	Writing L5+	Maths L4+	Maths L5+
87.3%	40%	83.6%	18.1%	89%	43.6%

School Performance Data 2014

Analysis/comments:

<p>3 areas school has developed this year: <i>Links are clearly set out between school policy and practice</i></p> <ul style="list-style-type: none"> We have developed an enriched curriculum to engage all pupils (including boys and more able pupils) We have introduced a new attainment/progress tracking system to enable early identification of underperforming groups. We have introduced initiatives to encourage/skill up parents to support children's learning (e.g Parent Reading Sessions, P4C, Parent Workshops)
<p>3 areas we would like to improve</p> <ul style="list-style-type: none"> Narrow the attainment gap between boys and girls Ensure pupil feedback informs next steps learns and is effective in securing progress Ensure the school is effectively using attainment data to closely track the progress of different groups

Promoting Opportunities for Our School Community:

Examples	Steps the School has Taken (Case Studies)
<p>Teaching and Learning:</p>	<p>As a school with a Resource Provision, we have facilities to cater for children with Autism. Planning and teaching provision caters for pupils with a variety of needs including PMLD child and children with behaviour and emotional difficulties. This includes targeted group intervention (based on curriculum learning areas such as Gardening, Cooking, Art and Music)</p>

Admissions and Transfer:	To be updated
Participation :	We have an inclusive curriculum, which caters for the needs of all pupils, through effective use of differentiation and scaffolding. Through our creative approach to learning (including music, art, dance, drama and P4C), we ensure all pupils are able to access the curriculum and make good progression.

Analysis/comments:

<p>3 areas school has developed this year:</p> <ul style="list-style-type: none"> • We have created a School Development Plan identifying priorities for improving learning for all groups of pupils. • Our Curriculum Support team works closely with year group teachers to plan interventions with groups of pupils to enable them to access learning • In line with the School Development Plan, we have continued to develop staff to support pupils with a variety of learning needs/styles.
<p>3 areas we would like to improve next year:</p> <ul style="list-style-type: none"> • Continue to develop pupil tracking and assessment systems to ensure consistency and effectiveness of intervention. • Continue to focus Staff CPD on quality first inclusive learning that engages and challenges all pupils • Develop the skills and abilities of support staff in supporting the learning needs and styles of different pupil groups.

Section 3- Foster good relationships between people- those who share a protected characteristic and those that do not.

At Gallions we aim to provide a welcoming, friendly and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Well-being:	<ul style="list-style-type: none"> • Playground Rangers • Parent interviews and tours of school • Parent workshops (FAST) • Achievement Assemblies • Celebration Events (linked to learning)
Student Voice:	<ul style="list-style-type: none"> • School Council • Headteacher weekly lunch with pupils (weekly stars) • Eco-team • Pupil Surveys
Positive Imagery:	<ul style="list-style-type: none"> • Research based projects around different topics, environmentally, culturally, historically and scientific • Philosophy for children • Assemblies linked to different cultures
Community Links:	<ul style="list-style-type: none"> • Parental engagement (extended schools provision) • Links to local secondary schools

Cultural ideas, Religion and Belief	<ul style="list-style-type: none"> • Collective worship • Philosophy • Educational visits
Removing Barriers and Reasonable Adjustments:	<ul style="list-style-type: none"> • School on one level (accessibility) • Children fully included • Advice from outside agencies when needed • Individual Education Plans
Links with wider communities	<ul style="list-style-type: none"> • Music Centre Project, • Link with others schools (Kingsford Community school, Eton)
Partnerships with Parents:	<ul style="list-style-type: none"> • Close work with identified vulnerable families • Drop in Workshops (Coffee Mornings Attendance, Reading) • Parent feedback • Link parent governors

Analysis/comments:

<p>3 areas school has developed this year:</p> <ul style="list-style-type: none"> • Fully equipped Resource Provision (improved site accessibility) • Student voice – via termly feedback opportunities and Student Council • Extended School Provision work with parents (coffee morning, Fitness, Drop in Workshops)
<p>3 things we would like to improve next year:</p> <ul style="list-style-type: none"> • Continue to raise the profile of the Student Council • To continue to work closely with vulnerable families providing on-going support • Raise profile of parent governors

Section 4- Eliminate Unlawful Discrimination, Harassment and Victimisation – as defined by Equality Act 2010

Examples	Steps the School has Taken (Case Studies)
Exclusions Data:	<ul style="list-style-type: none"> • Following an incident of vandalism and violence towards pupils and adults, a child was excluded for a day. Upon return to school, following a meeting with the parent, child, Headteacher and class teacher, the child joined was given the opportunity to reflect on his actions a different class to enable him to make a fresh start.
Victimisation and Discrimination:	<ul style="list-style-type: none"> • The school investigates all allegations of victimisation. In the case of bullying/victimisation of staff this is carried out via the Disciplinary Procedures (available to all staff). In the case of bullying/victimisation from one pupil to another this is addressed via the Behaviour Policy and the anti-bullying policy.
Monitoring of incidents:	<ul style="list-style-type: none"> • Incidents of bullying are logged (both by class teachers and via a central log)

Anti Bullying and Harassment:	<ul style="list-style-type: none"> • All bullying/harassment incidents are investigated • All bullying/harassments incidents logged – patterns/trends identified • High expectations of respect/tolerance modelled by staff
Training and awareness raising about discrimination and bullying issues	<ul style="list-style-type: none"> • Tolerance and respect embedded through P4C, PHSCE and all curriculum learning • Policies available on website

Analysis/comments:

<p>3 things school has developed this year:</p> <ul style="list-style-type: none"> • Central log of bullying incidents • Revised Behaviour Policy to address challenging behavior (including bullying) • P4C/PHSCE developed to promote awareness of bullying and discrimination
<p>3 things we would like to improve next year:</p> <ul style="list-style-type: none"> • Analysis of procedures for recording incidents of bullying • Developing pupil buddy systems to provide peer support • Staff CPD to raise awareness about bullying and discrimination issues

Section 5- Participation, Engagement and Satisfaction with our Equal Opportunities Practice

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken (Case Studies)
School Council:	<ul style="list-style-type: none"> • School Council represented from Years 2 – 6. Member meet fortnightly and share pupil feedback on areas across the school
Pupil voice:	<ul style="list-style-type: none"> • Nominated teacher assigned to lead School Council. Recording of meetings/ feedback to SMT • Termly pupil feedback taken (via on-line questionnaire)
Parents/Carers /Guardians:	<ul style="list-style-type: none"> • <i>Information for parents published on the school website.</i> • <i>Texting/Call back service</i> • <i>Monthly newsletters</i> • <i>Regular parent work shops (including Reading, Attendance)</i>
Staff:	<ul style="list-style-type: none"> • Termly staff feedback questionnaire • Staff CPD Meetings/training opportunities
Local community:	<ul style="list-style-type: none"> • <i>Information for the school community published on the school website.</i>
Governors:	<ul style="list-style-type: none"> • Information about school Governors published on website • Termly Governor meetings

	<ul style="list-style-type: none"> • Regular review/update of Governor training needs
Satisfaction with our service:	<ul style="list-style-type: none"> • Termly Parent, Pupil and Staff Surveys.

Workforce – staffing and training

We produce a workforce census annually. Data from the workforce census is scrutinised by the school leadership team and governors.

Area of focus	Significant information that we can address for following year
Promoting opportunity	<ul style="list-style-type: none"> • The need to ensure that all staff are included in the Appiasal/Performance Management cycle • The need to review opportunities for staff development and CPD
Fostering good relations	<ul style="list-style-type: none"> • The need to ensure staff have clear understanding of their roles and responsibilities • The need to ensure staff receive relevant training and support on an on-going basis
Prohibiting harassment	<ul style="list-style-type: none"> • Ensure all policies relating to prohibiting harassment are available to staff. • Raise the profile and awareness of issues relating to bullying/harassment in the workplace

This information was ratified by the governors on

Our school information will be reviewed on

Signed