

Central Schools Trust



**INCORPORATING BALSALL COMMON PRIMARY
SCHOOL AND DAMSON WOOD NURSERY AND
INFANT SCHOOL**

Equality Information and Objectives

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Our CST commitment for equality and community cohesion

Within this trust we are 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 pupils 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 objective 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 in certain subjects, and girls in certain subjects.

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The Equality Act 2010 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.

Part 1: Our main equality challenges

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

Special Education Needs and Disabilities (SEND) (BCPS & DW)

At present the principle challenge facing the school with regard to equality is the number of children identified with special educational needs – in particular those not yet statemented or with an EHCP, or below the threshold level, but still requiring significant additional support in and out of the classroom in order to achieve their potential for learning.

Within the small school environment there are limited resources available, and significant financial budgetary implications to adequately support these pupils.

Children from the Travelling Community (BCPS & DW)

We have a number of children from the local travelling community within our school who are often, but certainly not always, more likely to have additional needs, poor attendance and less academic support from home. Some of these children take time off to travel for large portions of the year (up to 50 or even 60%). It will be important for the teaching staff, and the governors, to maintain a close eye on the potential impact that this might have on each individual child, and employ differentiating strategies as necessary.

We are already developing strategies and interventions to tackle these concerns:

- We put in place 1:1 and small group tuition with a qualified teacher or teaching assistant.
- We encourage pupils to attend homework club or offer the opportunity to complete homework in the school day.
- We monitor the attainment of all our pupils from the travelling community.
- We set targets to improve the attainment and rates of progress.
- We are identifying and addressing barriers to the participation of these pupils.
- We closely monitor attendance of children across the school and carefully address attendance concerns regarding children for the traveller community with advice from the GRT team at the LA.

Part 2: How we have due regard for equality (BCPS & DW)

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. 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.

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.

How we advance equality of opportunity:

- 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.
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a CST behaviour policy in place, which is implemented consistently by all staff. We apply relevant rewards and sanctions and keep parents informed in line with this policy. Records of serious behaviour incidents are recorded and these are rigorously monitored to identify and address emerging patterns of behaviour.
- We have a school anti-bullying policy that sets out how we will eradicate bullying in school.
- 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 have a CST special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils as far as is reasonably possible.
- Our admission arrangements are in line with the Solihull Metropolitan Borough Council LA policy for admitting pupils with Statements/EHC Plans.
- Our complaints procedure sets out how we deal with any complaints relating to the school and is published on the school web site.
- 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 (from SMBC).
- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned PSHE programme
- 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
- We organise special events for all our community to take part in
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain. We promote the British Values.

- The school tackles bullying or harassment on the basis of race, ethnicity and culture and keeps records

Disability

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

- We take steps (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, rather than relying on people acting on their behalf
- As far as is reasonably possible we are committed to carrying 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. The school recognises the physical limitations of the school environment and takes every opportunity to accommodate individual needs wherever possible and work collaboratively with the Accessibility Team for Solihull MBC
- We work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning'.

Gender

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

Part 3: Consultation and engagement (BCPS & DW)

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability and ensure that all pupils are aware of each other's disabilities.
- The support of charitable projects meeting the needs of the diverse communities

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Weekly newsletter outlining key issues and achievements for the school, encouraging parent and community engagement both with individual pupils and with the school as a whole.
- Open morning sessions are regularly held.

- Surveys, questionnaires and verbal consultations.
- Continuous development of the school website
- Parents’ evenings, Head’s Update, Information sessions and open evening sessions for new families joining the school
- A selection of policies are available on the school’s website
- The Head will be available to discuss these equality objectives with individual parents, staff, and governors.

Part 4: Consideration of equality issues when making decisions (BCPS & DW)

- Ensure that all the curriculum areas make the best possible use of all that is on offer from a cultural and ethnic prospective in our local area, including Coventry, Solihull and Warwickshire.
- Our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural community (e.g. Indian dancing).
- To continue to promote collaboration between the different groups and celebrate difference.
- We ensure we respond and monitor 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.
- Both male and female parents and carers are involved in the work of the school and contribute to their children's learning and progress (e.g. clubs, gala day, etc.)

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 to date and other information (See Appendix 1 and 2). 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: SEND (BCPS & DW)

Action	Success Criteria/ Evidence
Analyse data	Pupils identified and register up to date.
Ensure all children identified as not making adequate progress are closely monitored by support staff, class teachers, and subject leaders. Provision maps created, monitored and updated.	Regular review meetings with parents and professionals Continuous assessment Termly ISSP/One-Page Profiles written with and shared with pupils, professionals and parents.
SEND register maintained including identification of pupils and requests for funding	SEND register maintained and actions monitored

Equality objective 2: Gypsy, Roma or Traveller (GRT) Pupils **(BCPS & DW)**

Action	Success Criteria/ Evidence
Tracking of balance of GRT / GRT pupils and addressing needs through the curriculum.	Planning addresses issues that may affect the participation levels of travellers in activities and attendance, attainment and progress.
Identify which pupils are GRT and monitor and address concerns with attendance, progress and attainment of all.	Half-termly data analysis Continuous assessment Provision plans / ISSPs / One Page Profile
Analysis of each pupil's needs and how to support concerns / underachievement.	Closing the gap between GRT and non-GRT pupils.
Offer 1:1/ small group tuition with teacher, opportunities to complete homework in the school day, homework club, play skills club etc.	Improved attendance and reintegration of GRT pupils with lower attendance.
Sensitive communication with parents, following advice from the GRT Team at Solihull MBC where required.	

Equality objective 3: (BCPS & DW)

Ensure that staff and Governing Body are aware of current legislation surrounding diversity, equality and promoting British values.
Progress we are making on this objective: <ul style="list-style-type: none">• Governors offered regular training by Solihull MBC• SLT and governors share and deliver training on latest legislation and statutory guidance.• All governors have read statutory guidance.

Equality objective 4: English as an Additional Language (EAL) pupils **(DW)**

Action	Success Criteria/ Evidence
Identify pupils who learn with English as an additional language through data collection on admissions.	Pupils identified and register up to date. EAL pupils identified by class teachers and planned for.
EAL competency profiles completed for all pupils who learn with English as an additional language.	Regular review meetings with parents and professionals.
Ensure all children identified as not making adequate progress are closely monitored by support staff, class teachers, and subject leaders.	Continuous assessment and use of the EAL proficiency strategies.
EAL register maintained including the identification of new pupils and the progression of all EAL pupils against the EAL competency scales termly.	EAL register maintained and actions monitored.

Appendix 1

Balsall Common Primary School

Information about the pupil population March 2019

Number of pupils on roll at the school: 733

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.

Disability

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:

Pupil Special Educational Needs (SEN) Provision		
	Number of Pupils	Percentage of school population
No Special Educational Needs	666	91%
SEN Support	59	7%
EHCP / Statements	8 (3 EHCP & 5 Statements)	2%

Race

This includes colour, nationality and ethnic and national origins

Ethnicity and Race				
Main Categories	Micro Categories	Boys	Girls	Total
White British	English	316	288	604
	Scottish			
	Welsh			
	Irish		2	2
	Traveller of Irish heritage	3	1	4
	Gypsy/Roma	5	3	8
White Other	Other white background	14	6	20
	Spanish			
	French	3		3
Asian or Asian British	Bangladeshi			

	Indian	16	24	40
	Other Asian		3	3
	Pakistani	1	4	4
Black or Black British	Caribbean	1	1	2
	Other black heritage			
Mixed	Other mixed heritage	5	7	12
	White and Asian	6	8	14
	White and Black African	1	2	3
	White and Black Caribbean	4	4	8
Chinese		4	1	5
Other				
Unknown	Unknown	1	1	2
	Refused to Say	1		1

Pupils with English as an additional language (EAL)		
	Total	% of school population
Number of pupils who speak English as an additional language	34	4.6%
Number of pupils who are at an early stage of English language acquisition	4	0.5%

Religion and Belief			
Buddhist	2	Sikh	33
Christian	364	No religion	235
Hindu	8	Other religion	19
Jewish	1	Unknown	44
Muslim	9	Refused	17
Roman Catholic	19		

Gender

Gender	
Male	378
Female	354

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:

Pupils from low income backgrounds		
	Total	% of school population
Number of pupils eligible for free school meals	49	6.6%

Looked after children	0
Adopted or child arrangement orders	3
Young carers	0

Damson Wood Nursery and Infant School

Information about the pupil population March 2019

Number of pupils on roll at the school: 160

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.

Disability

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:

Pupil Special Educational Needs (SEN) Provision		
	Number of Pupils	Percentage of school population
No Special Educational Needs	120	75%
SEN Support	39	24.4%
EHCP	1	0.6%

Race

This includes colour, nationality and ethnic and national origins

Ethnicity and Race				
Main Categories	Micro Categories	Boys	Girls	Total
White British	English	65	73	138
	Scottish			
	Welsh			
White Other	Irish Traveller of Irish heritage	1	3	4
	Gypsy/Roma			
	Other white background	3	3	6
Asian or Asian British	Spanish			
	French			
	Bangladeshi			

	Indian	9	11	20
	Other Asian	1	3	4
	Pakistani	4	7	11
Black or Black British	Caribbean			
	Other black heritage	1	1	2
Mixed	Other mixed heritage		1	1
	White and Asian	1	1	2
	White and Black African	1	1	2
	White and Black Caribbean	1	2	3
Chinese		1	1	2
Other			2	2
Unknown	Unknown			
	Refused to Say	1		1

Pupils with English as an additional language (EAL)		
	Total	% of school population
Number of pupils who speak English as an additional language	30	15.2
Number of pupils who are at an early stage of English language acquisition (New to English or Early Acquisition)	13	6.6

Religion and Belief			
Buddhist	2	Sikh	6
Christian	56	No religion	68
Hindu	12	Other religion	3
Jewish		Unknown	15
Muslim	14	Refused	21
Roman Catholic			

Gender

Gender	Number
Male	73
Female	87

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:

Pupils from low income backgrounds		
	Total	% of school population
Number of pupils eligible for free school meals	24	12.2%

Looked after children	1
Adopted or child arrangement orders	0
Young carers	0