

Equality Information & Objectives



Approved by: Full Governing Board

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School Policy Statement on Equality

The Stonebridge School is committed to equality both as an employer and a service provider. We demonstrate this through our ethos, procedures, and curriculum. By treating people fairly and with respect, we support different needs and ensure there is no discrimination. 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
- Foster good relations

There are nine **protected characteristics** in the Equality Act 2010. Discrimination because of one or more of these characteristics is unlawful under the Equality Act 2010. The nine protected characteristics are:

- **age**
- **disability**
- **gender reassignment**
- **marriage or civil partnership (in employment only)**
- **pregnancy and maternity**
- **race**
- **religion or belief**
- **sex**
- **sexual orientation**

Ethos

We strive for the school to:

- Be welcoming, secure and comfortable for all members and visitors
- Challenge the notion of fixed abilities and promote the development of the untapped potential of all
- Celebrate the achievement of all pupils
- Protect and safeguard children
- Understand the significance of progress from starting points as key performance indicators
- Display the work of pupils of varying aptitudes and backgrounds
- Promote the Inclusion through assemblies, meetings and displays
- Create a sense of belonging and involvement for all pupils, parents, staff and community partners
 - Deploy resources to secure equality of opportunity

Part 1: Information about the pupil population Number of pupils on roll at the school: 379

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.

Information on pupils by protected characteristics

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: 33

There are pupils at our school with different types of illnesses that could fall under disabilities and these include:

- Asthma
- Eczema
- Convulsions
- Severe asthma
- Hearing Loss
- Severe school phobia
- Heart and kidney problems

| Pupil Special Educational Needs | (SEN) Provision | |
|--|--|------|
| Number of pupils | Percentage (%) of school population | |
| No Special Education Need | 266 | 70% |
| Sen Support | 103 | 27% |
| EHCP | 9 | 2.4% |

| Ethnic Group | No. of Boys | No. of Girls | % Pupils |
|--------------------------------------|-------------|--------------|----------|
| Black - Somali | 39 | 58 | 25.6 |
| Arab Other | 32 | 38 | 18.5 |
| Asian and Any Other Ethnic Group | 4 | 5 | 2.4 |
| Refused | 9 | 14 | 6.1 |
| Other Black African | 6 | 2 | 2.1 |
| Portuguese | 0 | 1 | 0.3 |
| Other Black | 1 | 2 | 0.8 |
| Kurdish | 1 | 1 | 0.5 |
| Iraqi | 1 | 4 | 1.3 |
| Information Not Yet Obtained | 2 | 1 | 0.8 |
| Other Pakistani | 9 | 8 | 4.5 |
| Other Mixed Background | 4 | 1 | 1.3 |
| Afghan | 10 | 8 | 4.7 |
| Black and Any Other Ethnic Group | 7 | 4 | 2.9 |
| Black - Sudanese | 3 | 3 | 1.6 |
| Other Asian | 3 | 1 | 1.1 |
| Indian | 12 | 9 | 5.5 |
| White and Black Caribbean | 3 | 2 | 1.3 |
| Black Caribbean | 9 | 6 | 4.0 |
| Yemeni | 0 | 1 | 0.3 |
| Mirpuri Pakistani | 1 | 2 | 0.8 |
| Kashmiri Pakistani | 0 | 1 | 0.3 |
| White and Any Other Ethnic Group | 3 | 1 | 1.1 |
| White Eastern European | 5 | 4 | 2.4 |
| White - English | 3 | 3 | 1.6 |
| Other White British | 0 | 1 | 0.3 |
| Moroccan | 0 | 1 | 0.3 |
| White and Black African | 1 | 2 | 0.8 |
| African Asian | 1 | 0 | 0.3 |
| Other Ethnic Group | 1 | 2 | 0.8 |
| White Other | 2 | 3 | 1.3 |
| Black - Sierra Leonean | 2 | 1 | 0.8 |
| Black - Nigerian | 1 | 4 | 1.3 |
| White European | 0 | 1 | 0.3 |
| Sri Lankan Tamil | 3 | 0 | 0.8 |
| Bangladeshi | 1 | 1 | 0.5 |
| Iranian | 1 | 0 | 0.3 |
| Latin / South / Central American | 1 | 1 | 0.5 |
| White and Any Other Asian Background | 1 | 0 | 0.3 |
| All | 182 | 197 | 100.0 |

Information on other groups of pupils

As a we want to ensure that the schools supports 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:

| Pupil with English as an additional language (EAL) | | | | |
|--|------|-------|-------|---------------------------------|
| | Boys | Girls | Total | Percentage of school population |
| Number of pupils who speak English as an additional language | 131 | 141 | 272 | 72% |

Free School Meals (FSM)

| | Boys | Girls | Total | Percentage |
|---|------|-------|-------|------------|
| Number of pupils eligible for free school meals | 93 | 100 | 193 | 51% |

We also closely monitor other vulnerable groups such as young carers, looked after children and children who are subject to Child protection and Child in Need plans to ensure that they thrive and achieve.

Part 2: Our main equality challenges

- Ensuring that pupils of all abilities make at least their expected progress based on previous data.
- Ensuring that all new speakers to English gain access to the school curriculum as quickly as possible.
- Ensuring pupils who have needs that require additional support have the necessary referrals and adequate additional funding to meet their needs.

Part 3: How we have due regard for Equality

- Careful consideration in policies
- Two yearly review of our accessibility plan
- Record and act upon racist and homophobic incidents and any incidents and complaints of bullying
- Monitoring of pupil groups and how they perform comparatively
- Special Educational Needs provision
- We are committed to working for the equality of people with and without disabilities, by setting targets for children, training for staff, making positive links with parents and outside agencies, having a designated SEN Governor
- Our admissions criteria welcomes all pupils and we believe that we have effective inclusion of children with SEN and Disability.

Ethnicity and race (including EAL learners)

- We are committed to working for the equality of all ethnic groups.
- We ensure that literature used is reflective of the community and celebrate achievements present and past of contributors from black and Asian backgrounds.

SEND

We ensure that we work with families to highlight any SEND needs and make referrals when needed. We support families to address SEND needs through informal meetings, external provider workshops and meetings with the SENDco.

How we support learners with SEND

We embody that every teacher is a teacher of SEND pupils.

We ensure that SEND pupils are represented in School Leadership roles.

We support families to better understand their children's needs.

We have workshops and sign post parents/carers to get support.

We train staff to support all needs of SEND.
We apply for additional funding to meet needs.
We listen to our children and how they feel.

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)

How we advance equality of opportunity:

- Initial assessments are completed promptly for new arrivals and learning plans are put into place, these may include targeted intervention.
- We identify appropriate provision and then monitor its impact.
- A supportive network, we use a variety of strategies to support our new families. Children are buddied up with a child with the same home language.
- We monitor the attainment and progress of all pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- How we foster good relations and promote community cohesion:
- At Stonebridge School we are concerned with promoting the spiritual, moral, social and cultural development of all our children.
- Special events-international day, family picnics, assemblies.
- Parents' workshops.
- An informal open door policy, staff are available at the start and end of the day.
- Special induction meetings for our families with children starting in Nursery or Reception.
- Story Week-stories are shared by staff and parents from a variety of cultures
- 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.

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) We have identified attainment gaps between boys and girls in different areas of the curriculum. Actions have been identified which aim to close these gaps

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: 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.

- Through our extended school provision-boys and girls are equally represented.
- The School Council ensures both boys and girls views are equally represented.
- Sports team-again these are equally represented by boys and girls.
- Our student Leaders are both boys and girls.
- We invite role models into the school to talk to the children; we ensure that these represent both genders.
- We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.
- Ensuring the curriculum interest both boys and girls

Sexual Orientation and Gender Reassignment

We are committed to all children feeling happy and safe at the school. Homophobic incidents are recorded and reported to the Local Authority (as are racist incidents). In order to deal with any issues of gender reassignment and issues around sex at the school we would seek external advice from the Local Authority and other organisations.

How we foster good relations and promote community cohesion:

- Whole school events-bring your Dad/Mum to school-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.
- We ensure we include positive, non-stereotypical images of women and men, girls and boys across the curriculum.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief. At The Stonebridge School we respect the religious beliefs and practice of all staff, pupils and parents, and we comply with reasonable requests relating to religious observance and practice.

How we advance equality of opportunity:

- We support our pupils to build their sense of identity and belonging, which help them flourish within their communities as citizens in a diverse society.
- We promote inclusion for all our faith groups in all parts of the curriculum we achieve this through parents' meetings.

How we foster good relations and promote community cohesion:

- 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.
- Religious leaders are invited into school at special times of the year to lead assemblies.

Part 4: Consultation and engagement

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:

- Questionnaires
- Coffee Mornings
- Parent's evening
- Governor Learning Walks

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 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.

Equality objective 1: To narrow the gap further between boys and girls in reading and writing.

Equality Objective 2: To ensure consistent baseline assessments and provision for children at the early stages of English in reading and writing.

Equality Objective 3: To increase the numbers of EHC plans for children with high SEND needs so that they can access the curriculum even better and make accelerated progress from their starting points.