



ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leopold Street, Bow, London E3 4LA

Public Sector Equality Duty

Equality information and objectives

Review date: September 2016

Public Sector Equality Duty

The St Paul with St Luke School Commitment

We will....

- ***Encourage and support one another at all times***
- ***Be polite and respectful to everyone we meet***
- ***Treat others as we would expect to be treated ourselves***
- ***Value everyone regardless of age, race, gender, religion sexuality and ability***
- ***Accept people for who they are and celebrate our differences***

Policy statement on equality and community cohesion

St Paul with St Luke 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 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 objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We are diligent in 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 students 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 other subjects.

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In our most recent Ofsted Inspection, March 2014, the following comments were made about equality in St Paul with St Luke School

The school's 'Value Garden' displays the school's values in mosaics and pupils are keen to earn badges which reward behaviour which reflects these values

Disabled pupils and those who have special educational needs make similar progress to others in the school

Pupils who speak English as an additional language make similar progress to other pupils in the school.

Support for disabled pupils and those with special educational needs is strong.

The school promotes pupils' spiritual, moral, social and cultural development well.

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: Information about pupil population

Number of pupils on roll at the school: 223 (at September 2015)

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.

St Paul with St Luke pupils with a disability have their needs met through person centred planning with input from specialist outside agencies and also may have a care plan.

There are students at our school with different types of disabilities and these include:

- **Hearing Impairment - 11**
- **Visual Impairment - 6**

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Students Special Educational Needs (SEN) Provision	Number of Students	% of School Population
No Special Educational Need		
School Action or Early Years Action		
School Action Plus or Early Years Action Pupils		
Statement		

Ethnicity and Race	Boy	Girl	Total	Ethnicity and Race	Boy	Girl	Total
Bangladeshi				Other Mixed Background			
Indian				White and Black African			
Any other Asian background				White and Asian			
Pakistani				White and Black Caribbean			
Black - Somali				White British			
Black Caribbean				White European			
Other Black African				White Irish			
Any other Black Background				Other White			
Chinese				Turkish/Turkish Cypriot			
Vietnamese				Other Ethnic Group			
Information Withheld				Information Not Obtained			

Religion & belief	Pupil Numbers
Church of England	
Other Christian	
Muslim	
Roman Catholic	
Buddhist	
No religion	
Jehovah's Witness	
Sikh	
Buddhist	
Hindu	
Unclassified	

Gender identity or reassignment

We do not collect this information on our students.

Sexual orientation

We do not collect this information on our students.

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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 with English as an additional Language (EAL)	Boys	Girls	Total	Percentage of school population
Number of pupil who speak English as an additional language				
Number of Pupils who are at an early stage of English language acquisition				

Pupils from low income backgrounds (FSM)	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals				

Looked After Children

We chose not to disclose information in this area

Young Carers

We chose not to disclose information in this area

Other Vulnerable Groups

We chose not to disclose information in this area

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Part 2: Our main equality challenges

- To narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment.
- Raise the attainment, achievement and narrow the gap between all groups of students so that they exceed the national standards
- To further embed the St Paul with St Luke shared values in all aspects of our work.

Part 3: 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.

Schools and academies 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 check our website or contact us if you would like to see copies of any of our 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 keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that outlines our expectations of both students and staff in their interactions with each other.
- We have a school anti-bullying policy that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with incidences of bullying .
- 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 keep records of all incidences of discriminatory behaviour against all groups.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We are DFE compliant regarding disability access.
- 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 pay due regard within our recruitment practices, to safeguarding and protecting our pupils..
- We have procedures for addressing staff discipline, conduct and grievances.

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- . We track the progress of pupils from protected groups via our data assessment system.
- We conduct risk assessments for individual incidences of pregnancy.

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

Disability

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)

We are an inclusive school that pays due regard to the differences between our pupils, both those with and without disability. The school's Inclusion Manager works closely with pupils, their parents and staff in order to provide a high quality learning environment in order to eliminate inequality. This is profiles of need which all teachers have access to; supporting them delivering an accessible curriculum.

St Paul with St Luke School complies with access arrangements for pupils with disabilities. The school's commitment to viewing every pupil as an individual is paramount

How we advance equality of opportunity

Policies: SEN Policy, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy, School Access Plan.

- We are DDA compliant.
- Sharing medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- School designated 'Child Protection' persons.
- Staff are trained to report concerns to the Child Protection team..
- Annual anti-bullying assembly during Anti-bullying week.
- Consult families on all areas of school provision (learning support).
- Admissions procedures ensure equal access to pupils with statements of SEND.
- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- 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.

How we foster good relations and promote community cohesion

- Display positive images and use resources that depict diversity.
- Fully involve parents with care plans and care plan meetings.
- Celebration assemblies and celebration displays.
- Our curriculum supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people
- We tackle prejudice and any incidents of bullying based on disability.

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

- We would like to involve disabled learners families in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.

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)
The school celebrates the ethnic diversity of the school. **Of the few ethnic groups within the school, the largest group being Bangladeshi at 80%, 6% Somali and 14% others. 91% of students speak English as an additional language. This is seven times the national average.**

How we advance equality of opportunity:

School policies:

Managing allegations against staff, Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy.

- We have a designated 'Child Protection' Team.
- Our staff report concerns around children to the Child Protection team
- We have a school wide focus for the Annual Anti-Bullying Week.
- We provide a curriculum that aims to eliminate discrimination.
- We consult families on areas of school provision
- We identify pupils at risk of disadvantage and implement strategies to support them.
- We communicate with EAL families in their own language where possible.
- We promote communication with families unable to access usual routes of communication.
- Our staff have relevant CPD, e.g. Child Protection.
- 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 students.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- 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.
- The senior leadership team and staff body is ethnically diverse.
- All staff have received Safeguarding training as part of whole staff INSET.

How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- Visits to school from people who share the protected characteristics.
- We have developed a curriculum that supports all pupils to understand, respect and value difference and diversity.

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- 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 take part in events such as Black History Month.

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

□ We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.

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)

70% of the school cohort is boys and 30% are girls.

- 77% of girls made expected progress in English compared to 71% of boys.
- 40% of girls made better than expected progress and 31 of boys.
- In maths, 79% of girls made expected progress and 72% of boys.
- 44% of girls made better than expected progress and 42% of boys.
- Girls are attaining 4% points higher than boys in the headline measure of 5+A*-CEM.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- 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.
- We ensure that gender stereotypes in subject choices are avoided and challenged.
- 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.
- Plan and deliver lessons with a variety of learning styles.
- Our approach to Relationship and Safety Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views
- Provide after school clubs for all pupils
- 67% of staff are female.
- 100% of the Senior leadership team are female.

How we foster good relations and promote community cohesion

- Spiritual, Moral, Social and Cultural (SMSC) development is central to all curriculum planning.
 - We encourage pupils to develop an understanding of the experiences of different genders in society
We ensure the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.
 - Pupils have opportunities to develop team and leadership skills.

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

- **Girls' attainment has increased year on year for the headline measures.**
- Parent coffee morning and workshops are well attended.
- We are going to review our curriculum audit for SMSC.

Pregnancy and Maternity

- The school provides sensitive and appropriate support to any member of the St Paul with St Luke community who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate
- Follow Health and Safety guidance for pregnancy
- We follow best practice with regards to information, advice and guidance.

How we foster good relations and promote community cohesion:

- We follow best practice with regards to information, advice and guidance

Religion and belief

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

78% of the current student population are Muslim. The other religions make up a small percentage. 17% of students are unknown.

We are a Church of England School and pray together

We pride ourselves on the teaching of world religions in Religious Education, believing that it contributes to a positive learning environment and enhances community cohesion. We recognise and celebrate diverse religious festivals.

Policies:

Confidentiality Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy.

- School designated 'Child Protection' person and team.
- Staff report concerns around pupils
- Our approach to Relationship and Safety Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- Annual Anti-bullying assembly during Anti-bullying week.
- Celebration of religious festivals e.g. Eid celebration.
- Provide a curriculum that aims to eliminate discrimination .
- Consult families on areas of school provision.
- CPD, e.g. Child Protection.
- There is a designated space for pupils to pray.
- We have a multi-faith prayer space.
- The school is sensitive to the religious beliefs of its pupils and personalises its response accordingly to ensure that pupils are taking a full part in school life.
- All staff have received Safeguarding training in Prevent as part of whole staff INSET.

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How we foster good relations and promote community cohesion:

- Display positive images and use resources that depict diversity.
- Visits to various places of worship
- Celebration assemblies.

Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

We do not collect data on this area and have no school based statistics

How we advance equality of opportunity:

□ Anti-bullying Policy.

- We have a school wide focus for the Annual Anti-Bullying Week.
- Collect data on bullying and report all incidents related to homophobia.
- Our approach to Relationship and Safety Education is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.

How we foster good relations and promote community cohesion:

- All pupils, parents and other contacts with the school are not discriminated against on the basis of their sexuality.

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

- We will continue to raise awareness, and challenge homophobic attitudes when displayed.

Part 4: 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 attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion or health.

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**Progress we are making on this objective:
Actions since April 2012**

- Rigorous analysis and monitoring of achievement.
- Booster classes for pupils who targeted pupils
- Literacy, numeracy and achievement coaches in the core and foundations subjects.
- KS3 and KS4 assistant SENCO's.
- Celebration of protected groups.
- Staff training on advancing equality.
- * Shared Values for all stakeholders.
- Raising achievement event for parents and pupils
Parent curriculum workshops

Impact of actions

- See Review of Standards September 2015 which demonstrates our progress in narrowing the attainment gap which is an achievement that we are proud of (with the exception of Y6 last year).

Equality objective 2:

To continue to raise the attainment and achievement of every pupil so that they exceed national standards.

Progress we are making on this objective:

Actions since April 2012

- Rigorous analysis and monitoring of achievement
- Literacy, numeracy and achievement coaches in the core and foundations subjects
- Staff training on advancing equality.
- * Shared Values for all stakeholders.
- Raising achievement event for parents and pupils
Parent curriculum workshops

Impact of Actions

□ See Review of Standards September 2015 which demonstrates our progress in raising standards across the school in comparison to national averages.

2015/16

Our objectives for 2015/16 will be to continue to raise achievement and narrow the gaps between all pupils so they exceed national standards.

Equality objective 1:

To narrow the attainment gap and improve outcomes for all pupils regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion or health.

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Equality objective 2:

To continue to raise the attainment and achievement of every pupil so that they exceed national standards.

Information about our Employees

We do not have more than 150 employees and therefore do not wish to disclose information on this subject

