



Equality information and objectives

Date of policy: June 2024
Date of next review: June 2025

Signed: Mr Mitchell Clark:  (Chair of Governors)

Signed: Mr Simon Pile:  (Headteacher)

Agreed by the Governing Body on 28th June 2024 as part of the end of year review meeting.

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School policy statement on equality and community cohesion

Anson Primary School is committed to equality both as an employer and a service-provider:

- We ensure that everyone is treated fairly and with respect.
- We 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 deliver a broad and balanced curriculum, which is always modified to suit the needs of all our pupils
- We ensure that reasonable adjustments are made to accommodate pupils and staff with additional needs
- We 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 observe good equalities practice in staff recruitment and development
- We aim to enhance a wider sense of community both locally and beyond
- We provide a range of equipment for our pupils, which include practical resources to support the learning needs of the children.
- We provide intervention plans ensuring every child receives the support and input they require to make good progress.
- We work in partnership with pupils, parents, teachers, carers and other professionals, valuing the contribution that each makes to learning.
- The continuing professional development of all staff is encouraged, to meet the varied and changing needs of all our pupils.
- Off-site activities, including residential trips, are risk-assessed to ascertain their suitability for our population - a child would never be disadvantaged by being left behind at school or left out of a particular activity because it was deemed unsuitable.

We are committed to narrow 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 other subjects.

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 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 other subjects.

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.

1. Information about the pupil population

Number of pupils on roll at the school: **388 as at 28/06/24**

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.’

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

- Autistic Spectrum Disorder
- Physical Disability
- Visual and Hearing Impairment
- Profound and Multiple Learning Difficulties

Pupil Special Educational Needs (SEN) Provision		
	Total number of pupils	Percentage (%) of school population
Special Education Needs	69	17.83%
Statements/Special Needs	20	5%

Ethnicity/Race	Boys	Girls	Total
White			
White British	13	13	26
White Irish	1	1	2
White Eastern European	13	13	26
White Other	11	5	16
Total	38	32	70

Ethnicity/Race	Boys	Girls	Total
Black or Black British			
Black – Somali	11	14	25
Black Caribbean	7	9	16
Black Nigerian	0	0	0
Other Black African	4	10	14
Other Black Background	1	2	3
Total	23	35	58

Ethnicity/Race	Boys	Girls	Total
Asian or Asian British			
Bangladeshi	2	0	2
Indian	8	6	14
Pakistani	21	24	45
Other Asian	38	38	76
Total	69	68	137

Ethnicity/Race	Boys	Girls	Total
Mixed			
White/Other Asian Background	9	19	28
White and Black African	5	5	10
White and Black Caribbean	4	4	8
White and Pakistani	2	3	5
Other Mixed Background	9	19	28
White and Indian	0	0	0
Total	29	50	79

Ethnicity/Race	Boys	Girls	Total
Other			
Afghan	1	3	4
Albanian	5	1	6
Iraqi	1	2	3
Italian	1	1	2
Kurdish	2	0	2
Portuguese	1	1	2
Turkish/Cypriot	0	1	1
Other Ethnic Group	15	8	23
Total	26	17	43

Ethnicity/Race	Boys	Girls	Total
Refused	5	7	12

Gender	
Boys	189
Girls	198

Religion and Belief			
Buddhist	2	Sikh	3
Christian	97	Muslim	233
Hindu	7	No Religion	31
Jewish	1	Other Religion	8

2. Information on other groups of pupils

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	149	158	307	80%

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentages
Number of pupils identified as eligible for free school meals	52	54	106	26% of the whole school
Number of free school meals with English as an additional language	42	43	85	80% of free school meals
Number of free school meals with attendance less than 95%	34	24	58	55% of free school meals

Our main equality challenges

We are already developing strategies and interventions to tackle some of these challenges. These points have been detailed in the Provision Mapping, which is regularly updated by the Inclusion Team.

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 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.

Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (*known as Protected Characteristics*):

- disability;
- ethnicity (*including Gypsy and Traveller groups*);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (*homophobia*);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Anson Primary School always seeks to achieve positive action in respect of the Act.

Staff and Governors

1. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
2. A member of the Governing Body has the role of monitoring the implementation of this policy.
3. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. The Deputy Headteacher has the day-to-day responsibility for co-ordinating implementation of this policy.

All staff are expected to:

- adhere to this policy;
- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
- deal with any prejudice related incidents that may occur;
- plan and deliver curricula and lessons that reflect our principles
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
- attend appropriate training that enables Anson School to keep up-to-date with equality issues.

Examples of Equality Objectives at Anson Primary School

- To identify different ways to add value to our provision, supporting disadvantaged pupils to help increase their motivation, overcome any obstacles and maximise their achievements.
- Improved levels of motivation, engagement and attendance for those in receipt of Pupil Premium, measured by a reduction of incidents, increased attendance and improved assessment/pupil progress data.
- Continually improved home / school links which will benefit all pupils and engage parents in their child's learning

- To gather evidence of progress for various groups within school to ascertain where intervention may be needed
- Targeted intervention to close any apparent gaps (measured prior to and after the intervention).

3. **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 further reduce the progress/attainment gap between children for whom English is an additional language (EAL) and children whose first language is English. The school has 80% EAL with 60% of families from the Islamic community.

To improve the achievement of EAL children in reading & writing

Progress we are making on this objective:

Children have been identified and targeted for intervention. The Strategic Priorities highlight how we are utilising staff to address the need to catchup on early language acquisition for some EAL pupils. The new EAL policy outlines this process further.

The Equalities Objectives will be monitored

- Half termly data analysis and tracking of all children, including disadvantaged EAL children.
- Biannual Pupil Progress meetings with teachers
- Senior Leadership Team to monitor all data and share with staff on a termly basis
- Provision maps to be updated regularly to ensure all EAL children are receiving the right support and making expected progress
- Classroom observations
- Pupil questionnaires
- Review and evaluation of the School's Strategic Priorities

Equality objective 2:

Children who are entitled to free school meals regularly attend school in line with national expectation. Although the numbers of children who are entitled to free school meals and whose attendance is below 95% has dropped from 71% to 54% we must continue the work in this area.

Progress we are making on this objective:

Pupils and parents are aware of the importance of attendance as a life skill. We remind parents about attendance and punctuality through newsletters, texts and letters. Attendance is emphasised with classes being awarded with prizes, certificates and book tokens. Where attendance is below 95%,

this is dealt with on an individual basis and Educational Welfare Services (EWS) are advised when necessary. The services offered by the EWS and the expectations on attendance from Government is back to pre-pandemic status. Attendance is a top priority and part of the strategic priorities of the school.

Links with other policies:

- SEND Policy
- PSHE Policy
- Anti-bullying Policy
- Safeguarding Policy
- Attendance and Punctuality Policy