

**Pupil Premium
Awards 2013
National Winner**



**Pakeman
Primary School**

Equality Policy

Review Date: February 2018

Next Review Date: February 2020

Ethos Statement

Pakeman School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Pakeman Primary School

Equality information and objectives

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February 2018

Our commitment to Equalities and Community Cohesion

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.

At Pakeman Primary School: Our approach to Equality is based on the following principles:

- All learners are of equal value.
- We recognise, respect and value difference and support diversity as a strength.
- We foster positive attitudes and relationships.
- We foster a shared sense of cohesion and belonging.
- We observe good equality practices for our staff.
- We have the highest expectations of all our children.
- We work to raise the standards of all pupils, but especially for our most vulnerable.
- We recognise that people have different needs and understand that treating people equally does not always involve treating them the same
- We aim to make sure that no one will experience less favourable treatment or discrimination because of:
 - age
 - disability
 - ethnicity and race
 - gender
 - gender identity reassignment
 - marital or civil partnership status
 - pregnancy or maternity
 - religion or belief
 - sexual identity and orientation.

We recognise that some pupils need extra support to help them to achieve and be successful.

We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We want to make sure that our school is a safe and secure place for everyone.

We ensure that everyone is treated fairly and respectfully

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

Part 1: Information about the pupil population

Pakeman Primary School is a one and a half form entry school in Islington. We have a 2+ centre, nursery and provide extended provision from 8am to 6.00pm each day. We also have a Saturday School, which is funded by Shine and is run in conjunction two other local primary schools.

Pakeman is a flourishing and happy school with strong leadership and a purposeful outlook, striving for excellence. Our school motto is 'Excellence for All and Excellence from All'. We are proud of what we have achieved so far, we have a good track record of school improvement and in our Ofsted inspection in 2011 the school was graded as 'good' with outstanding features. Since this point, we feel that we have made further improvements.

At Pakeman, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it's not about where you come from but what you can achieve that makes the difference between success and failure. We know that pupils learn more effectively if they feel valued, happy and secure and we have established a caring, positive environment in which individuals can flourish.

'Care, guidance and support are outstanding, so pupils gain confidence, behave sensibly and are enthusiastic learners who have a mature attitude to their work.' Ofsted 2011

We are committed to improving the outcomes and opportunities for ALL of our children and work tirelessly to ensure that this happens. We are determined to ensure that our children not only attain well academically but become productive citizens in society and so we value

the development of self respect, respect for others, enjoyment of learning and skills for life, such as self-confidence, problem solving, team working, leadership and communication. Pakeman is becoming increasingly popular in the local community and numbers of pupils are rising.

Pupil Characteristics

The school is situated in an area of high social deprivation. Levels of SEN, FSM and ethnic minority groups are significantly high compared to national levels. Average attainment on entry to the school is low.

Number of pupils on roll at the school: 356 (as at September 2016)

The proportion of pupils eligible for free schools meals is significantly above average. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years. The % of Ever on FSM, as shown in Raise Online 2015, is 73% compared to 26% nationally.

The proportion of pupils from minority ethnic groups is significantly above average at 87% compared to 29.7% nationally. The majority groups in the school are Somali, Turkish, Bengali and White UK.

71% of children speak English as a second language compared to 20% nationally. There are over 52 different languages spoken in the school. The main languages spoken are English (29%), Somali (25%), Bengali (14%), Arabic (6%), Turkish (5%).

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 being 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:

There are pupils in this school with different disabilities and these include:

- Diabetes
- Autism
- Hearing impairment
- Visual problems
- Epilepsy
- Migraine

Also, there are 20 children with significant emotional problems who require consistent close monitoring and support in order to thrive within the school environment.

For further details see the school's Inclusion Policy (available from the school office).

Religion and belief

Muslim	58%
No Religion	14%
Christian	18%
Other (including Hindu & Buddhist)	10%

In addition to pupils with protected characteristics, further information is provided on the following groups of pupils:

Pupils with SEND

	Number of pupils
SEN Support	62
Statement	1
EHCP	7
Total	70

Other vulnerable groups

Children from a refugee background	40%
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Part 2: Our main equality challenges

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

We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below.

For some of these challenges we have also set and published equality objectives in Part 4 of this document. (Equality Action Plan)

Protected characteristic	Background
Gender	Attainment gap in for boys in writing evident in Summer 2016.
Gender/Ethnicity & Race/Vulnerable Children	Lower achievement of White UK, White Other and SEND over time.
All & Community Cohesion	In 2015-16 the school council contributed to discussions re improving the quality of school meals.
Disability/Race/Gender/Community Cohesion	Continue to increase the impact of parental engagement in children's learning, especially those with SEND.
Gender/Race/Vulnerable Children	To raise attainment in English & maths by accelerating progress, especially at levels 3 and 5.
Disability/Race/Gender/Community Cohesion	Persistent absentees accounted for 9.3% of school roll, but accounted for 30% of school absence
Gender/Ethnicity & Race/Vulnerable Children	To continue to narrow the gap for vulnerable children and children with SEND

Part 3: How we have due regard for equality

Despite any disadvantages our students face, pupil progress is good to outstanding, the percentage of children working at age related expectations is rapidly rising and gaps between targeted groups and national expectations are closing.

‘There is a strong sense of purpose and desire to overcome any difficulties. All staff are keen to go the “extra mile”, and the school deploys its resources well, particularly to provide extra support and intervention for pupils and families who may face significant difficulties and barriers to learning. As a result, any gaps between groups are closing rapidly.’

‘All staff are committed to providing each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued effectively. A continual drive for improvement is underpinned by effective systems for evaluating the strengths and further areas for development of the school. The school’s good organisation and strong, shared vision underpin its good capacity to continue moving forward.’ (Ofsted 2011)

We are committed to working for the equality of all our pupils. We meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act.

- This equality policy is regularly reviewed and updated.
- Our Accessibility Plan is designed to enhance access and participation of disabled pupils by taking into account our duty to make a ‘reasonable adjustment’.
- We have non-discriminatory admission arrangements and employment practices that adhere to local authority guidelines.
- The SLT ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any new policies in the review of existing ones.
- We actively promote equality and diversity through the curriculum and by promoting an environment which champions respect for all.
- We record incidents of harassment of a racist, sexist or homophobic nature and have a whole-school agreed procedure for tackling such incidents. This is reinforced through our behaviour and anti-bullying policies.
- We have a staff handbook and pupil codes of conduct to ensure that everyone in the school community treats each other with respect.
- We have a complaints procedure that is available on request.

In order to advance equality of opportunity between different groups:

- We collect data to identify individuals and groups who are not attaining as well as others and look for patterns of underachievement across the school. Our tracking system identifies progress and attainment of different groups across the school and we look closely at groups whose achievement we are concerned about. Our tracking system incorporates reference to gender, ethnicity, English as an Additional

Language, Special Educational Needs, Summer-born, and Free School Meals, recognising that Free School Meals are a close indicator of socio-economic status. The system enables us to closely match progress and attainment to possible obstacles and look for patterns.

- We also analyse and use data in relation to attendance, punctuality and exclusions of different groups.
- We use a range of strategies to ensure that we meet the needs of all pupils, which include teaching strategies, as well as consideration for the organisation of classes in a vertically grouped school with one and a half form entry.
- Where necessary, 'reasonable adjustments' are made to meet the needs of disabled individuals. This varies but includes additional adults provided to support pupils, as well as the modification of seating arrangements and visuals used, and allowing extra time for tasks set.

In order to foster good relationships:

- We prepare our pupils for a life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We use materials and resources that reflect the diversity of the school population and the local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. (eg team assemblies and events focus on a range of festivals and cultural events throughout the year).
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences (eg training for staff in Philosophy for Children).
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

Other ways we address equality issues:

- We maintain records of all training relating to Equalities. (eg the designated teacher for Looked After Children attended recommended training).
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.
- We consider equality implications before and at the time that we develop policies and activities and take decisions.
- When making decisions or taking an action we assess whether the decision or action may have implications for people with protected characteristics.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community:

- We review relevant feedback from parent questionnaires, parents' evening and parents' feedback opportunities.
- We analyse responses from staff surveys, meetings and training events.

- Review feedback and responses from children, groups of children and the school council on children's attitudes to self, to learning and to school life.
- Analyse issues raised in Annual Reviews and progress at SEN reviews, as well as mentoring and support sessions.
- Ensure that we secure responses and feedback at governing body meetings and from link governors' meetings with coordinators.

Part 4: Our Equality Objectives

For information about our equality objectives see the Equality Action Plan.