



## Keyworth Primary School

### Equality Duties

The Equality Act 2010 replaces all the previous anti-discrimination acts and regulations which went before it and brings all the requirements together in one place.

#### **Under this Act schools have two duties**

##### **Schools have a general duty to**

- a) **eliminate** discrimination, harassment and victimisation on the basis of any of the protected characteristics
- b) **advance** equality of opportunity between people who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between people who share a relevant protected characteristic and persons who do not share it.

##### **They also have a specific duty**

- to **publish information** which shows how they are meeting their general duty (outlined above). This must be updated annually
- to **prepare and publish** one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every four years)

##### **The following are protected characteristics**

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation



## **The Gem Federation Statement on Equality**

The Gem Federation is committed to equality both as an employer and a service-provider. 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 are committed to**

- Ensuring that everyone is treated fairly and with respect.
- Making our school a safe, secure and stimulating place for everyone.
- Consulting and involving people from different groups in our decisions, for example, through talking to pupils and parents/carers and through our School Council.
- Recognising that people have different needs and that promoting equality will involve addressing those needs rather than treating everyone the same.

We welcome the emphasis in the Ofsted inspection framework on the requirement for leaders to promote equality of opportunity and diversity, resulting in a positive school culture, working together to prevent discriminatory behaviour.

We welcome our duty under the Equality Act 2010 which 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.

This statement meets our specific duty to publish information every year which sets out how we are doing this.

Please also see our Accessibility Plan which can be found here

<https://www.thegemfederation.co.uk/home/our-policies/>



## **Part 1: Information**

### **Pupil population School Census Analysis**

	Number	%
<b>Pupils on roll</b>	357	
<b>Female</b>	170	47.62
<b>Male</b>	187	52.38
<b>FSM</b>	171	47.90
<b>Any Other Asian Background</b>	5	1.40
<b>Any Other Black Background</b>	14	3.92
<b>Any Other Ethnic Group</b>	19	5.32
<b>Any Other Mixed Background</b>	20	5.60
<b>Arab Other</b>	1	0.28
<b>Bangladeshi</b>	18	5.04
<b>Black African</b>	93	26.05
<b>Black Caribbean</b>	31	8.68
<b>Chinese</b>	2	0.56
<b>Indian</b>	6	1.68
<b>Information Not Yet Obtained</b>	21	5.88
<b>Latin/ South/ Central American</b>	23	6.44
<b>Refused</b>	18	5.04
<b>White and Asian</b>	6	1.68
<b>White and Black African</b>	11	3.08
<b>White and Black Caribbean</b>	15	4.20
<b>White British</b>	38	10.64
<b>White Other</b>	16	4.48
<b>All SEND</b>	54	15.13
<b>SEN Support</b>	42	11.76
<b>EHCP</b>	12	3.36

### **Prejudice related incidents and bullying**

*None*

### **Exclusions**

*None*



## **Part 2: How we are meeting our equality duty to advancing equality, eliminate discrimination and foster good relationships**

The information and data provided shows that we give careful consideration to advancing equality in everything that we do and the steps we are taking to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010

### **Training**

All members of staff will receive ongoing training, for example, recognising and tackling homophobic behaviour and language.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

### **Record keeping and monitoring**

- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We keep a record of prejudice related incidents and bullying.
- We keep a record of exclusions

### **Policies which particularly contribute to the promotion of equality**

- School Behaviour Policy
- Anti-bullying and harassment (this includes cyber-bullying and prejudice based bullying)
- Special Educational Needs Information Report
- Complaints Procedure - sets out how we deal with complaints relating to our school. Staff discipline and grievance
- ICT & E-safety Policy Teaching and Learning Policy
- Relationship and Sex Education Policy PHSE and Wellbeing Policy

### **Curriculum**

The Gem Federation expects the highest possible standards and provides an appropriate curriculum for pupils of all backgrounds. We monitor and evaluate its effectiveness through target setting and attainment analysis. A range of methods and strategies are used to assess pupil progress. We analyse pupil performance by ethnicity, gender, disability and special educational need and

social background. Any disparities which are identified are addressed through targeted curriculum planning, teaching and support.

All pupils participate in the mainstream curriculum of the school. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupils who are gifted and talented,
- Pupils with special educational needs and disabilities
- Pupils who are in care (LAC), pupils with early help involvement
- Pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral social and cultural development of pupils.

The content of the curriculum reflects and values diversity.

- It encourages pupils to explore bias and to challenge prejudice and stereotypes including challenging prejudiced based discriminatory language attitudes and behaviour.
- It includes materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability avoiding stereotyping.
- Includes a broad range of areas of study within Citizenship, PSHE and Well Being Education, to eliminate discrimination, harassment and victimisation.
- It provides opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- It ensures equality of access for all pupils to a broad and balanced curriculum removing barriers to participation where necessary
- Promotes British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. This is evidenced by the content of our assemblies and curriculum Children through the school council and school questionnaires are encouraged to put forward their views. Children are taught about the importance of Laws and are encouraged to take responsibility for their behaviour.
- It seeks to involve all parents in supporting their child's education

## Engagement/consultation

- We have a vibrant School Council which represents the profile of our school population and ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being
- Children are encouraged to express their views during PHSE lessons and Circle Time
- Children take part in whole school surveys annually
- The school actively seeks staff views and listens to staff concerns through various meetings and the annual Well Being Survey? The survey results are analysed and where necessary action plans are constructed and embedded into development plans.
- The school seeks the views of parents through parent forums, parent/teacher consultations, parent surveys and regular Newsletters to parents.
- Progress reports to parents are accessible to ensure that all parents can participate in the dialogue and this includes translating letters and school reports whenever possible
- Information to parents is easily accessible in user-friendly language and is available in a range of formats. We publish our plan on the school website, raise awareness through the school newsletter, assemblies, staff meeting and make sure that hard copies are available.
- Parents are encouraged to volunteer in school and to participate at all levels in the full life of the school. The school works in partnership with parents and the community and continues to develop positive attitudes to diversity and respond to key issues. The school takes positive action to encourage involvement and participation of under – represented groups of parents and sections of the community
- Meetings for parents are made accessible for all. Parental involvement is monitored to ensure participation of all groups.
- Informal events are designed to include the whole community and at times may target particular groups according to needs identified through data analysis.
- Parents are fully involved in the school-based response for their child with special educational needs and disabilities, understand the purpose of any intervention programme or programme of action and are told about the local offer and parent partnership service when SEN is identified.



## Disability

We are committed to working for the equality of people with disabilities

Please see Accessibility Plan, SEN Information report and policy for supporting children with medical needs (insert hyperlinks)

### **Data summary of achievement and progress of pupils with SEND and those without**

National	<u>Early Years Foundation Stage</u>	<u>Year 1 Phonics</u>	<u>KS1</u>	<u>KS2</u>
	65% national average 2022	76% national average 2022	Reading	Reading
			67% national average 2022	74% national average 2022
			Writing	Writing
		58% national average 2022	69% national average 2022	
		Maths	Maths	
		68% national average 2022	71% national average 2022	
Keyworth NO SEN	85%	95%	Reading	Reading
			86%	83%
			Writing	Writing
			66%	76%
			Maths	Maths
			79%	81%
Keyworth SEN	SEN Support 60% (5 ch)	SEN Support 33% (3 ch)	Reading	Reading
	EHCP- 0% (2 ch)	EHCP- 67% (3 ch)	SEN support 50% (2 ch)	SEN support 38% (8 ch)
			EHCP 0% (1 ch)	EHCP 0% (1 ch)
			Writing	Writing
			SEN support 50% (2 ch)	SEN support 38% (8 ch)
			EHCP 0% (1 ch)	EHCP 0% (1 ch)
		Maths	Maths	
		SEN support 50% (2 ch)	SEN support 63% (8 ch)	
		EHCP 0% (1 ch)	EHCP 0% (1 ch)	

## Disability Data on participation in after school clubs

After School Club	On the SEN register	Not on the SEN register
Football	5	9
Boxing	5	10
Multi-Sports	3	13
Hockey	4	7
Basketball	6	5
Football KS2	4	10

We support learners with disabilities by meeting their individual needs, through meeting with parents or carers and specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

Children with disabilities are supported and enabled to take part in all school events, extra -curricular activities, trips and sports days by making reasonable adjustments. Specific measures include

- Ensuring that providers of facilities for school trips and extra -curricular activities can accommodate disabled pupils before making bookings in advance
- Reviewing staffing arrangements to ensure the school is in a position to administer medicine or carry out any programme recommended by the OT.
- Ensuring our policies and procedures for bullying cover issues of disability
  - We create an ethos and culture which is welcoming so that parents and pupils feel comfortable about sharing information about disability
  - Asking parents when they visit the school during the admission process about the existence of a disability.
  - Providing continuing opportunities to share information
  - Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.
- using assemblies and curriculum resources to provide positive images and perceptions of people with disabilities e.g. Paralympians.





**Furthermore:**

We encourage the children to take part in local borough sports competitions whenever possible such as the annual Festival of Sports for children with Special Educational Needs and Disabilities.

We use the CENMAC service for pupils who qualify which offers assessments, reviews and loan of equipment to help pupils with a disability access the curriculum using assistive technology.

In planning any maintenance and refurbishment we consider 'general' adjustments which may be needed for pupils, parents, visitors and staff with disabilities.

Examples are ensuring we have ramps and lifts for wheelchair use and disabled toilets with changing facilities.

We have set up a sensory room for children with sensory issues using advice from the autism support service and other specialists to ensure it meets the needs of all the children who use the room.

We have regular meetings with staff from the specialist and school nursing teams who monitor the children with medical needs such as diabetes and train staff in ensuring that the needs of children with medical needs are being met.

The school makes links and holds regular meetings with professional teams who support the individual special educational needs of particular students (e.g. visual impairment team) and train staff to ensure that the needs of each child are being met.



When we have visitors to the school who have disabilities practical steps are taken to ensure the visitor's needs are met, e.g. disabled toilet facility, access parking

made available as needed, preferential seating when required, assigning a person to support where necessary.

As an equal opportunities employer we would ensure that reasonable steps were taken to enable a member of staff with a disability was able to participate fully in school life.



## Ethnicity and race (including EAL learners)

We are committed to working for the equality of people from different ethnic and racial backgrounds.

### Summary data on achievement and progress at EYFS, KS1 and KS2 of pupils by ethnic group

National	<u>Early Years Foundation Stage</u>	<u>Year 1 Phonics</u>	<u>KS1</u>	<u>KS2</u>	
	65% national average 2022	76% national average 2022	Reading	Reading	
			67% national average 2022	74% national average 2022	
			Writing	Writing	
58% national average 2022			69% national average 2022		
Maths	68% national average 2022	71% national average 2022	Maths		
				68% national average 2022	71% national average 2022
68% national average 2022	71% national average 2022				
		80%	100%	Reading 100%	Reading 75%
				80%	100%
80%	100%				
		100%	100%		
				100%	100%
100%	100%				
		67%	100%		
				67%	100%
67%	100%				
		80%	75%		
				80%	75%
80%	75%				
		n/a	100%		
				n/a	100%
n/a	100%				
		67%	83%		
				67%	83%
67%	83%				
		n/a	n/a		
				n/a	n/a
n/a	n/a				
		80%	100%		
				80%	100%
80%	100%				
		76%	77%		
				76%	77%
76%	77%				



### Ethnicity Data on participation in after school clubs

Ethnicity	Football	Boxing	Multi Sports	Hockey	Basketball	Football KS2
Any Other Ethnic Group	21.43%	11.11%			14.29%	
Any Other Black Background		5.56%	5.56%		14.29%	17.65%
Any Other Mixed Background			22.22%	30.77%	7.14%	
Any Other White Background	7.14%	5.56%	11.11%			11.76%
Bangladeshi	7.14%	5.56%		7.69%		17.65%
Black African	21.43%	33.33%	16.67%	7.69%	35.71%	11.76%
Black Caribbean	7.14%		16.67%	15.38%		17.65%
Indian						5.88%
Information not yet Obtained				7.69%		
Latin/ South/ Central American	7.14%				7.14%	
Refused		11.11%	11.11%		7.14%	
White and Asian				7.69%		
White and Black African			5.56%	7.69%	7.14%	
White and Black Caribbean	7.14%			7.69%	7.14%	
White British	21.43%	27.78%	11.11%	7.69%		17.65%



## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 which was incorporated into the Equality Act 2010 and this is reflected in the policy statements.

To meet the requirements of the RRAA 2000 we:

- ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable.
- respect and value differences between people
- prepare pupils for life in a diverse society
- Make the school a place where everyone, taking account of race, culture, or ethnicity feels welcomed and valued.
- promote good relations between different racial and cultural groups within school and within the wider community through celebration days, school productions, fun days, fundraising events and events such as summer and winter fairs.
- ensure that an inclusive ethos is established and maintained.
- Acknowledge the existence of racism and take steps to prevent it.
- Oppose all forms of racism, racial prejudice and racial harassment

We monitor the attainment and progress of all our pupils by ethnicity. Any pattern of inequality we find is used to set targets to improve attainment and progression rates of any particular groups of pupils identified and to inform planning so that we can address barriers to learning.

### **Curriculum**

The curriculum reflects the contributions made by all people in society including people from ethnic minorities and different cultures.

### **In addition:**

- we promote an inclusive and collaborative ethos in our classrooms
- we deliver lessons that reflect the school's principles, for example, we challenge prejudice and discrimination and provide materials that give positive images in terms of race and ethnicity.

- we welcome class visitors who speak home languages and we invite them in to read or tell stories in their own languages, and share music, food, games, hobbies, or traditions in the classroom.
- Children with EAL are encouraged to use their home language in school alongside learning English.
- for children who are new to English we provide additional support and interventions to build up their confidence and support them with acquiring basic vocabulary and ensure that they are included and are able to access the curriculum through careful planning and differentiation of work and activities.
- we have dual language books for children to share both at home and in school.
- we hold celebration days where children, staff and parents can dress up in national costumes, share food and music.
- We link with groups, organisations and projects in the local community;
- Children have the opportunity to visit local places of interest and worship with visits to mosques, temples and churches.
- Our displays in school reflect the diversity of our school population and community and the valuable contributions they make.
- We invite visitors from different ethnic backgrounds to talk about their experiences growing up in England and/or abroad and to work with children in workshops such as artists, writers, musicians, actors and sportsmen and women.

### **Staff**

- We are committed to the implementation of equal opportunities principle and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We ensure that all staff including support and administrative staff receive appropriate training and opportunities for professional development.



## Gender

Summary data on achievement and progress at EYFSP, Yr1 Phonics, KS1 and KS2 of pupils by gender

National	<u>Early Years Foundation Stage</u>	<u>Year 1 Phonics</u>	<u>KS1</u>	<u>KS2</u>	
	65% national average 2022	76% national average 2022	Reading	67% national average 2022	Reading 74% national average 2022
			Writing	58% national average 2022	Writing 69% national average 2022
			Maths	68% national average 2022	Maths 71% national average 2022
<b>ALL</b>	<b>76%</b>	<b>85%</b>	Reading 82%	Reading 75%	
			Writing 64%	Writing 67%	
			Maths 76%	Maths 77%	
<b>GIRLS</b>	<b>73%</b>	<b>86%</b>	Reading 76%	Reading 89%	
			Writing 59%	Writing 78%	
			Maths 71%	Maths 89%	
<b>BOYS</b>	<b>80%</b>	<b>85%</b>	Reading 88%	Reading 60%	
			Writing 69%	Writing 56%	
			Maths 81%	Maths 64%	

## Gender

Data on participation in after school clubs

After School Club	Male %	Female %	Number of children
Football	85.71	14.29	14
Boxing	45.00	55.00	20
Multi Sports	61.11	38.89	18
Hockey	23.08	76.92	13
Basketball	85.71	14.29	14
Football KS2	88.24	11.76	17

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

The Gem Federation seeks to promote gender equality in all aspects of its work, including

- teaching and learning
- policy development
- school ethos
- partnership with parents, carers and the community
- curriculum

The school also aims to promote gender equality and eliminate sex discrimination in its role as an employer, including

- recruitment, retention and promotion
- training and career advancement
- equal pay
- challenging sexual harassment and homophobia

Teachers are expected to:

- have high expectations of both genders in terms of behaviour, standards of work and presentation
- refrain from making inappropriate comments that might lower pupils' expectations or become self-fulfilling prophecies (for example, 'boys will be boys')
- avoid gender bias in, for example:
  - allocation of groups for practical activities and rotas for classroom duties
  - teacher-pupil and pupil-pupil interaction
- Promote gender equality in the classroom, for example by:
  - consideration of size and composition of pairings and groups according to task, including mixed or single sex groups within subject areas for a specific educational purpose
  - refraining from having 'lower groups' that consist predominantly of one gender
  - positively involving quiet and less confident girls and boys
  - involving pupils in discussions about gender
  - challenging stereotypes and promoting positive gender images.



## **Teaching and Learning**

Our school encourages a flexible range of learning and teaching styles, including those that are known to be key features of all children's achievement, regardless of gender, by:

- providing a broad and varied diet of stimulating activities within lessons
- making it clear that work is relevant to children's current and future lives; it has a clear purpose and is meaningful
- ensuring there is good pace, and an element of challenge is included
- encouraging classroom talk and cross gender learning
- encouraging risk-taking
- giving feedback to pupils on their performance and being succinct about what they need to do next to improve
- allowing time for reflection and review
- assisting children, through practical experience and discussion, to learn about the self-improvement process
  
- Ensuring that the writing areas are stimulating and appeal to both boys and girls e.g having a space research station or superhero base where missions are planned and reports written for the government.
- Ensuring that books in the reading corners appeal to boys and girls.

## **Curriculum**

Gender equality is promoted through the curriculum by:

- incorporating into the curriculum positive role models demonstrating the achievements of men and women in non-stereotypical contexts (e.g. women scientists and engineers, men in caring roles)
- work on combating stereotypical views, for example using drama to counter gender stereotypes, and provide both sexes with opportunities to empathise with problems the other may face.
- learning outcomes being clear and shared with pupils (research indicates that boys need to know the purpose of tasks)

## **School ethos**

The school culture and environment will promote equality by

- celebrating the achievement of boys and girls throughout the school
- actively raising issues pertinent to gender equality in school assemblies.

Gender will be considered in assessment, recording and reporting of pupils' achievements by:

- setting challenging, but achievable, short and long term performance targets
- staff identifying, through their assessment for learning, disparities in pupils' performance and establishing action plans to address them.

## **Children**

Each year we monitor the results of national and school data to determine any inequalities based on gender. These results are reported to governors and inform the priorities for the school in the following academic year

- The school uses the results, which will include information about the gender of each child, to inform planning.
- We are committed to ensuring that all children reach the highest standards possible and are not held back by any form of gender discrimination.

## **After school clubs**

The school recognises the need for all children to have both male and female role models in school where possible. We aim to ensure that after school clubs are led by both men and women.

After school clubs are planned to appeal to both boys and girls and girls and boys are encouraged to attend clubs such as football, cooking, drama, music, storytelling, Taekwondo etc..(see data)

## **Religion and belief**

At The Gem Federation we are committed to working for equality for people based on their religion, belief and non-belief. 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.

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

We:

- Take every opportunity to promote the spiritual, moral, social and cultural development of all pupils and strategically plan events, such as international events, celebration days and assemblies;
- We invite parents to come into school to talk about and share their experiences and customs around significant festivals.
- Provide a curriculum which embraces RE & PSHE and which supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values;
- Use our curriculum to teach pupils to develop respect for others, including people with different faiths and beliefs, which helps to challenge prejudice and discrimination;
- Arrange class trips to local faith buildings/communities which provide pupils with a means to learn about each other's religions and beliefs
- Deal with all bullying and harassment on the basis of faith and belief and tackle prejudices around racism and xenophobia, including those that are directed towards religious groups and communities.

### **Sexual identity and orientation**

We are committed to advancing the equality of people whatever their sexual identity or orientation and promoting good relationships among them.

## **What we are doing to eliminate discrimination, promote equality of opportunity and foster good relationships**

- We are using teaching and learning curriculum resources to provide positive examples as well as images of differing family set ups e.g same sex parents
- The school's curriculum gives pupils the opportunity to explore and learn about diversity and identity.
- The school supports all pupils to understand, respect and value differences in sexual orientation, gender identity and non-traditional family structures and challenges stereotypes and discrimination.
- Work is done to eliminate homophobic, bi-phobic and transphobic bullying/harassment/name calling on the basis of sexual identity and orientation through whole school assemblies and PSHE lessons.

- We have arrangements in place to support pupils who may have gender identity issues with trained therapists, emotional literacy support assistants and a mentor working in school.
- We have a non-gender specific uniform

### **Equality Objectives Statement**

#### **At Keyworth have linked our Equality Statements to our Visions and Values**

##### **Academically Ambitious**

We set ambitious goals and expect our students to attain and maintain the highest academic standards they can. For this reason, we regularly review pupil progress to ensure we know how children are developing, so that where necessary, we can support, encourage or intervene to get the very best from every child.

- **To increase the number of pupils meeting the higher standard across the curriculum**
- **To increase boy's performance measures at KS2**

##### **Creative and Practical**

We actively encourage children to engage in the world around them. Our creative curriculum develops every aspect of the child which includes academic, emotional, social, physical, and cognitive skills. Children are immersed in hands-on, practical learning experiences tailored to their developmental stage.

- **To promote cultural development and understanding through a rich range of experiences both in and beyond the school.**

##### **Respectful**

We are considerate of the cultural identity and norms of the students and families we serve. Diversity, equality and inclusion are of great importance to us. We strive to support and educate children and adults to be sensitive to and respectful of diversity and put this into action through a socially aware curriculum and inclusive activities.

- **To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.**