

# DENBIGH PRIMARY SCHOOL



## Equality Information and Objectives/ Single Equality Policy

Policies at Denbigh Primary School are designed to support the ethos, aims and vision of the school as outlined in the School Development Plan (SDP). We strive for excellence in all that we do and everyone expects the best from everyone else. In partnership with parents and the wider community, we provide a safe, caring and active learning environment in which all pupils enjoy their education and achieve their full potential.

### British Values

At Denbigh Primary School we value the diverse ethnic backgrounds of our pupils and their families. We undertake a variety of events and lessons to celebrate the diversity within our community. Underpinning this is a range of curriculum topics which have strong links to British values. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.

Our policies are designed to be inclusive and to eliminate discrimination. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

### **STATUTORY – LA MODEL**

**Policy reviewed by Full Governing Body Committee – December 2020**

**Review Date: December 2021**

## School policy statement on equality and community cohesion

Our 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 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.

For more information please contact:

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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.

### **Information about the pupil population**

**Number of pupils on roll at the school:** *Refer Appendix 1- Data December 2020*

### **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.'

**Number of pupils with disabilities:** *Refer Appendix 3 - Data December 2020*

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

- Sensory Impairment
- Physical
- Medical
- SpLD
- Visual Impairment
- Other Disabilities

**Pupil Special Educational Needs (SEN) Provision:** *Refer Appendix 1&3 - Data December 2020*

**Gender identity or reassignment:** *Refer Appendix 1- Data December 2020*

**Sexual orientation:** *Refer Appendix 1- Data December 2020*

### **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:

**Pupil with English as an additional language (EAL):** *Refer Appendix 2 - Data December 2020*

**Looked after children:** *Refer Appendix 2 - Data December 2020*

**Young carers:** *Refer Appendix 2 - Data December 2020*

**Other vulnerable groups:** *Refer Appendix 2 – Data December 2020*

**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.

- 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 try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy and anti-bullying policy that complies with the Equality Act 2010.
- 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, pregnancy or maternity, religion and belief. 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 have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan which complies with the Equality Act 2010.
- Our admission arrangements have due regard for equality.
- 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 have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct which has due regard for the general equality duty.

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.

### **How we advance equality of opportunity:**

- 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 involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- 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:**

- We promote the spiritual, moral social and cultural development of all pupils through assemblies, the curriculum and enriched curriculum, through PHSE and RE and through visits to places of interest, and visitors i.e. religious leaders to our school.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We take part in events, such as celebrating and learning about the Paralympics.
- We ensure that the curriculum has positive images of disabled people.
- 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, pregnancy or maternity, religion and belief. 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 tackle prejudice and any incidents of bullying based on disability.

## **Ethnicity and race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

## **How we advance equality of opportunity:**

- 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 pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups e.g. additional sports clubs and extra curricular 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.

## **How we foster good relations and promote community cohesion:**

- We promote the spiritual, moral social and cultural development of all pupils through assemblies, the curriculum and enriched curriculum, through PHSE and RE and through visits to places of interest, and visitors i.e. religious leaders to our school.
- We ensure we respond to any gender bullying or harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.

## **Gender**

We are committed to working for the equality of women and men.

### **How we advance equality of opportunity:**

- We monitor the attainment 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.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices.
- We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging them in sports and after school activities.
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives.
- 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.

### **How we foster good relations and promote community cohesion:**

- We promote the spiritual, moral social and cultural development of all pupils through assemblies, the curriculum and enriched curriculum, through PHSE and RE and through visits to places of interest, and visitors' i.e. religious leaders to our school.
- We ensure we respond to any gender bullying or harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of 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.

### **How we advance equality of opportunity:**

- The school is taking the following measures to ensure all pupils with particular beliefs are able to take a part in school life:
- We have a prayer room set aside for individuals to pray
- We have a determination which means that our assemblies are not broadly Christian, but celebrate all faiths and promote social moral spiritual and cultural aspects of the curriculum. Our RE lessons follow the local SACRE scheme of work. We are sensitive to the individual needs of our pupils and staff and respect their religious observance and values.
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. We do this through the curriculum and through developing their ability to work in collaboration with all children.

## **How we foster good relations and promote community cohesion:**

- We promote the spiritual, moral social and cultural development of all pupils through assemblies, the curriculum and enriched curriculum, through PHSE and RE and through visits to places of interest, and visitor's i.e. religious leaders to our school.
- 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.
- The school has a no tolerance policy in tackling bullying or harassment on the basis of religion.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities.

## **Sexual orientation**

### **How we advance equality of opportunity:**

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We ensure that all staff whatever their sexual orientation are treated equally and feel comfortable working in our school.

## **How we foster good relations and promote community cohesion:**

- We promote the spiritual, moral social and cultural development of all pupils through assemblies, the curriculum and enriched curriculum, through PHSE and RE and through visits to places of interest, and visitor's i.e. religious leaders to our school.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL.
- We use opportunities in circle time to talk about difference and different families to ensure all children feel included and know it is alright to be different.
- All staff, including lunchtime supervisors and teaching assistants, have received information and training in how to deal with homophobic language and how to work positively with different families.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.

## **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.

**Data published herein is at December 2020** – *Live information recorded on the schools management system is presented to governors and relevant stakeholders for regular review and monitoring to ensure compliance.*

Number of pupils on roll at the school: 623

Gender identity or reassignment: 0

Sexual orientation: 0

<b>Pupil Special Educational Needs (SEN) Provision</b>		
	<b>Number of pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	<b>519</b>	<b>83%</b>
School Support	<b>88</b>	<b>14%</b>
EHC Plans	<b>16</b>	<b>3%</b>

<b>Ethnicity and race</b>							
<b>Asian or Asian British</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Bangladeshi heritage	<b>98</b>	<b>115</b>	<b>213</b>				
Indian heritage	<b>7</b>	<b>8</b>	<b>15</b>	Other mixed heritage	<b>5</b>	<b>5</b>	<b>10</b>
Other Asian	<b>5</b>	<b>1</b>	<b>6</b>	White and Asian	<b>1</b>	<b>7</b>	<b>8</b>
Pakistani/Kashmiri heritage	<b>181</b>	<b>161</b>	<b>342</b>	White and Black African	<b>0</b>	<b>0</b>	<b>0</b>
<b>Black or Black British</b>				White and Black Caribbean	<b>1</b>	<b>0</b>	<b>1</b>
Black African heritage	<b>5</b>	<b>0</b>	<b>5</b>	<b>Any Other Ethnic Group</b>	<b>4</b>	<b>1</b>	<b>5</b>
Caribbean heritage	<b>0</b>	<b>0</b>	<b>0</b>	<b>White</b>			
Other heritage	<b>2</b>	<b>4</b>	<b>6</b>	British heritage	<b>1</b>	<b>0</b>	<b>1</b>
Chinese	<b>0</b>	<b>0</b>	<b>0</b>	Irish heritage	<b>0</b>	<b>0</b>	<b>0</b>
Romanian	<b>5</b>	<b>7</b>	<b>12</b>	Traveller of Irish heritage	<b>0</b>	<b>0</b>	<b>0</b>
				Gypsy / Romany	<b>0</b>	<b>0</b>	<b>0</b>
				Any Other White background	<b>0</b>	<b>0</b>	<b>0</b>

<b>Gender</b>	
Male	<b>316</b>
Female	<b>309</b>

<b>Pregnancy and maternity</b>	
	<b>Number of pupils</b>
Pupils who are pregnant	<b>0</b>
Pupils who have recently given birth	<b>0</b>



<b>Religion and Belief</b>			
Buddhist	<b>0</b>	Sikh	<b>7</b>
Christian	<b>17</b>	No religion	<b>1</b>
Hindu	<b>3</b>	Other religion	<b>2</b>
Jewish	<b>0</b>	Unknown	<b>0</b>
Muslim	<b>593</b>		

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language	<b>297</b>	<b>290</b>	<b>587</b>	<b>94%</b>

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
<b>Pupils eligible for free school meals at census date</b>	<b>66</b>	<b>58</b>	<b>124</b>	<b>20%</b>
<b>Pupil premium</b>	<b>84</b>	<b>78</b>	<b>162</b>	<b>26%</b>

**Looked after children: 6**

**Young carers: 1**

**Other vulnerable groups: 0**

# DENBIGH PRIMARY SCHOOL - SEND DATA DASHBOARD 2020/21

Whole School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CL 53	CL 0	CL 6	CL 10	CL 11	CL 6	CL 11	CL 12
CI 67	CI 1	CI 15	CI 13	CI 15	CI 11	CI 7	CI 10
SEMH 13	SEMH 0	SEMH 4	SEMH 1	SEMH 1	SEMH 2	SEMH 4	SEMH 0
PS 7	PS 0	PS 0	PS 2	PS 0	PS 2	PS 3	PS 1

Identification of SEND	Autumn 2020		Spring 2021		Summer 2021	
	No	%	No	%	No	%
School Roll	624	99.04%				
All SEND	104	16.66%				
SEND Support	88	14.10%				
EHCP	16	2.56%				

Historic Identification of SEND	2019/20					
	No	%	No	%	No	%
School Roll	625	99.20%				
All SEND	109	17.44%				
SEND Support	91	14.56%				
EHCP	18	2.88%				

Year	Profile of primary needs							
	Primary Needs: SEND support and EHCP							
	SpLD	SLD	MLD	SLC N	AS D	SEMH	HI/VI/P D/othe r	Chd with SEN
Recept	0	0	0	1	0	0	0	1
Year 1	0	1	5	13	3	4	0	18
Year 2	1	0	9	13	0	2	1	22
Year 3	0	2	9	14	1	1	0	21
Year 4	1	0	5	11	2	2	2	12
Year 5	1	2	8	6	2	4	3	16
Year 6	0	2	10	8	2	0	1	14
<b>Total</b>	<b>3</b>	<b>7</b>	<b>46</b>	<b>66</b>	<b>10</b>	<b>13</b>	<b>7</b>	<b>104</b>

Main SEND	SEND	SEND (%)	EHCP	EHCP (%)
SpLD	2	2.27%	1	6.25%
SLD	1	1.13%	6	37.50%
MLD	38	43.18%	5	31.25%
SLCN	54	61.36%	7	43.75%
ASD	2	2.27%	8	50.00%
SEMH	9	10.22%	4	25.00%
Sensory (HI&VI)	4	4.54%	0	0.00%
Physical Disability	3	3.40%	0	0.00%
Other	0	0.00%	1	6.25%

Overlapping Characteristics	All SEND SEND Support EHCP		
	All SEND	SEND Support	EHCP
FSM	31	25	6
Girls	28	24	4
Boys	76	64	12
LAC	1	1	0
Summer born	43	35	8
EAL	102	86	16
Other			