



Portway Junior School

Equality Information 2013-2017

The equality objectives should be updated every four years from the date of this document. The objectives will be reviewed in the summer term 2017.

Reviewed by Personnel Sub-Committee Jan, 2016.

Part 1: Information about the pupil population

Number of pupils on roll at the school: **326**

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 unfavourable treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability*
Ethnicity and Race
Gender
Religion and Belief

* 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.'

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who may in the future undergo a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic.

Information on other groups of pupils

Ofsted inspections of schools will 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 gather further information on the following groups of pupils:

Pupils on free school meals
Pupils with Special Educational Needs (SEN)
Pupils with English as an additional language
Pupils with a Traveller heritage
Pupils from low income households
Young carers
Looked after children
Other vulnerable groups

Publishing information

To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication.

Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

- **Portway Junior School is committed to the principles of the Equality Act 2010.**
- **We welcome children with a disability and our school is largely accessible. Any reasonable measures required to improve accessibility will be made. We are open to and welcome children of all abilities.**
- **We recognise the diversity of ethnicity in our society and readily welcome children from all backgrounds.**
- **Current academic outcomes (as evidenced on Raiseonline which details end of Key Stage 2 attainment as measured by the SATs) show that children from vulnerable groups (SEN, FSM, gender, ethnicity), in the overwhelming majority of instances, make better progress than their national peers at our school.**
- **We engage support services rapidly (for example, Specialist Teaching and Educational Psychology, Educational Welfare Officers, Social Care) for children who require extra help on entry and during their time at our school.**

Part 2: 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 in the school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and to meet our duties under the Equality Act 2010

How we eliminate unlawful discrimination:

- We adopted an Equality and Diversity Policy in May 2012 following a Full Governor's Meeting. This policy is also available for all members of our school community to access. All members of staff, including governors, support staff and PTA, are fully committed to following and adhering to the principles presented in this document.
- Our anti-bullying policy ensures all children feel safe at school and addresses prejudice related bullying.
- We monitor report and respond to racist and homophobic incidents. This includes children and families in the process. Also, we discuss it at staff and class level, responding with class assembly or whole school assembly input as appropriate.
- We attempt to maintain fair and open access to school clubs held out of class hours and extra-curricular events.
- We maintain a log of bullying incidents which records prejudice related bullying.

How we advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted interventions.
- Ensuring opportunity of participation of all parents and pupils in school development and school activities.
- Monitoring academic outcomes on a daily, termly and annual basis.
- The PTA holds meetings in schooltime and evenings to ensure all parents have the opportunity to take part.
- The School Council have regular meetings to take part in school development.

How we foster good relations and community cohesion by:

- We have a broad range of community links. We regularly engage with local schools, and schools across Derby; we have close connections to local places of worship and the local authority.
- We have a teacher who is our Community Cohesion Coordinator. Each nominated governor monitors community cohesion within their own subject area.
- Anti-bullying work regularly takes place, through assemblies, classwork and times for reflection. This encourages and develops our children's ability to see beyond themselves and take on a more rounded view of their role in ensuring equality for all.
- Ensuring Equality and diversity is embedded in the curriculum (e.g. topics in PSHE, Show Racism the Red Card projects, Community Cohesion Theme Weeks).
- We are a SEAL (Social and Emotional Aspects of Learning) school. This helps us teach our children about a wide range of issues related to tolerance, understanding and welcoming of groups and individuals from different backgrounds and beliefs.
- We issue a bi-annual parental questionnaire which is designed to give voice to the views and aspirations of our parents in terms of the future direction our school takes.
- School linking projects – we maintain a link with a school from a different context in Derby. This allows our children to make links and learn about diversity in our city.

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

- We regularly consult with parents whose children are in potentially vulnerable groups. This ensures that good provision is continued. This consultation takes many forms – both formal and informal. Parents are always welcome to raise, discuss and be involved with any issues concerning their child's wellbeing and academic progress. This will continue.
- We take into account non-religious backgrounds, and children from backgrounds other than Christian, when planning assembly and involvement in Church activities. We believe in facilitation not indoctrination.
- We consult with children through School Council. This has led to the promotion of healthy eating initiatives for all children in school. The School Council have also visited the Houses of Parliament and have engaged in workshops focussed on understanding what living in a democracy means. This has impacted on ensuring the School Council and the processes surrounding it are democratic.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parent questionnaire
- PTFA
- Full Governing Body and associated sub-committee meetings are made up of parents, staff and governors
- Pupil Voice (School Council)
- RTime time in class
- Staff meetings (support and teaching staff)
- Parental involvement in school activities (trips, support in class, listening to readers)
- Parents / carers are encouraged and welcome to meet with teachers before and after school to discuss any issues relating to their children or school life
- Staff regularly telephone parents / carers to keep them informed about their children
- Visitors from the local community regularly visiting school

Part 4: How we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Part 5: 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 evidence. 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 review annually all incidents relating to children with protected characteristics (race, gender, ethnicity and sexuality) and report these to the governing body.**

Progress we are making on this objective:

All incidents described above are tackled in school. They are recorded in school and parents contacted as appropriate. The governing body is informed of all incidents via the Headteacher's Report to Governors.

Equality objective 2:

- **Review the findings of the annual review and ensure that any actions resulting from it are incorporated into the school improvement plan.**

Progress we are making on this objective:

There are no actions from the annual review (2015) which need to be included in the School Improvement Plan.

Equality objective 3:

- **To annually review the School Accessibility Plan.**

Progress we are making on this objective:

School Accessibility Plan reviewed summer 2015.

Equality objective 4:

- **To report to the Pupils and Personnel Sub-Committee on equality matters.**

Progress we are making on this objective:

Personnel Sub-Committee review equality matters, as necessary, termly.
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We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact:

The Headteacher (Member of teaching staff with responsibility for equality issues)

Tel: 01332 550113

Email: head@portwayj.derby.sch.uk

Chair of Personnel Sub-Committee (Member of governing body with responsibility for equality issues)

Tel: 01332 550113

Email: admin@portwayj.derby.sch.uk

Information on pupils by protected characteristics

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	257	79%
School Support and School Support+	64	19%
Education, <i>Health and Care Plan</i>	5	2%

Gender	
Male	157
Female	169

Protected Characteristic	Percentage of Pupils at PJS	Percentage of Pupils Nationally
Eligible for Free School Meals	11%	26%
From Ethnic Minority Groups	11%	30%
First Language not/not Believed to be English	5.2%	20%
School Deprivation Indicator	0.07	0.24
White British	88%	70%
Mixed White and Black Caribbean	2%	1.4%
Mixed White and Asian	0.3%	1%
Any other Mixed Background	1.2%	1.8%
Pakistani	2.1%	4%
Other Ethnic Background	0.3%	1.6%

<u>SATS 2015</u> Protected Characteristic	Percentage of Pupils at PJS Making Expected Progress			Percentage of Pupils Nationally Making Expected Progress		
	Maths %	Reading %	Writing %	Maths %	Reading %	Writing %
Boys	100	93	98	90	90	93
Girls	92	92	97	89	92	95
Eligible for Free School Meals	63	100	88	86	88	92
SEN School Support	93	86	86	79	83	88
SEN with a Statement / EHC Plan	100	100	100	47	49	54