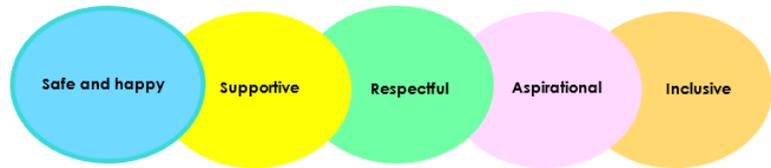




Learn for life – fly high



Equality Information and Objectives Statement September 2022

In order to comply with the Public Sector Equality Duty (PSED), schools must publish their equality information and objectives statement – a declaration of aims that ensures equality for all members of the school's community. This statement is linked to the school's Equality and Diversity Policy which can be found on the school website.

Opening statement

At Frogwell Primary School we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

The Act covers the following protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability
- Marriage and civil partnership

(Paragraph 1.15 of the DfE guidance notes that age is only a protected characteristic in schools in relation to employment and the provision of goods and services. It doesn't apply to pupils, even if they're over 18. This is also true for protection based on marriage and civil partnership, which applies to employment but not to pupils - see section 84 of the Equality Act 2010.)

We will not discriminate against, harass or victimise any member of the school community because of a protected characteristic.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation of diversity.

How does our school comply with the Public Sector Equality Duty?

Schools are required to:

- publish information to demonstrate how they are complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
- prepare and publish equality objectives

Schools are required to update this published information at least annually and to publish objectives at least once every four years.

What does our school do to eliminate discrimination and advance equality of opportunity?

- We have an inclusive pupil admissions policy.
- We have set a clear vision and values which expect all our staff to act in a non-discriminating manner and which promotes inclusive practices. Our School Code emphasises the importance of being respectful to all.
- We understand that it is unlawful to fail to make reasonable adjustments to overcome barriers to education or services caused by disability, and endeavour to make reasonable adjustments to increase access for people with a disability.
- We record internal attainment data showing how pupils from different groups perform in order to help us identify where additional support needs to be targeted (such as boys/girls, EAL groups, children eligible for the Pupil Premium). We analyse this data to identify key issues or trends, take actions to address areas of concern and monitor the success of actions.
- Our School Council has representatives from the full range of pupils within the school including those with protected characteristics.
- There are robust systems (including online reporting) for logging/reporting any incident based on prejudice or harassment.
- We have policies which set out a clear message that discrimination is not tolerated (e.g. staff code of conduct, behaviour policy, anti-bullying policy, safeguarding and child protection policy).
- School leaders report to the Governing Board on issues related to specific protected characteristic groups, such as use of homophobic or racist language.
- The governing board and school leaders involved in recruitment avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Our staff recruitment and selection processes and practices are fair and transparent.

What does our school do to foster good relations between people who do share a protected characteristic and people who do not?

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- As well as the main taught curriculum offer, through our assemblies, workshops and visits, equality and diversity will be discussed with and taught to the children. This includes issues such as gender stereotyping and gender equality, diversity of families and relationships, challenging stereotypes of people with a disability, providing accurate information about a range of faiths and providing opportunities to engage in arts and cultural experiences from

a variety of cultural backgrounds. *One of our Equality Objectives links to this aspect – we want to improve the range of physical resources and books that represent a more diverse range of people.*

- Pupil engagement – we encourage all children to engage with activities on offer such as sports clubs or other extra-curricular activities. We identify any barriers to participation based on protected characteristics and work to eliminate these as much as possible.
- We take part in local events and festivals within the community such as sports events.

Our school's pupil population information (updated annually)

This is based on the information collected about pupils from parents and carers and is current as of June 2022.

Age range in the school	4-11
Total number on roll	189
Sex (male/female)	57.1% male / 42.9% female
English as an Additional Language	<p>10.6% of pupils have English as an additional language</p> <p>Languages spoken:</p> <ul style="list-style-type: none"> • English • Arabic • Polish • Romanian • Lithuanian • Portuguese • Brazilian Portuguese • Malayalam • Turkish • Kurdish • Cantonese • Ukrainian
Race	<ul style="list-style-type: none"> • White British: 80.21% • White and Asian: 0.53% • White and Black Caribbean: 1.60% • White Eastern European: 2.67% • White Other: 3.21% • White Western European: 2.14% • Any other Black background: 1.60% • Any other mixed background: 0.53% • Black Caribbean: 0.53% • Chinese: 0.53% • Filipino: 1.60% • Indian: 1.07% • Turkish/Turkish Cypriot: 1.60% • Other ethnic group: 3.21% • Refused: 0.53%
Religion and belief <i>(NB: percentages do not total 100% as the school did not previously request information on religion and therefore does not have this data for all pupils)</i>	<ul style="list-style-type: none"> • Christian: 34.22% • Hindu: 1.07% • Muslim: 2.67% • No Religion: 46.52% • Other Religion: 1.60% • Refused: 0.53%
Special Educational Needs and Disabilities	<ul style="list-style-type: none"> • Education, Health and Care Plan: 14.8% • School Support: 14.8% • No Special Educational Need: 70.4%
Pupils eligible for the Pupil Premium	37% of pupils are eligible for the Pupil Premium

Only schools with over 150 employees are required to publish staff equality data.

How will our school continue to improve its work around Equality and Diversity?

Schools must set at least one Equality Objective which can relate to any of the 3 aims of the Public Sector Equality Duty.

This document outlines the objectives and actions we hope to put into place over the next one, two and three years to support our duties under the Equality Act 2010.

We have prioritised pupils' mental health and wellbeing because there is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue. Raising awareness, increasing understanding and making a difference to pupils' mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life.

Objective	Intended actions	Lead person	Timescale	Success Criteria
Ensure all adults working in the school are committed to raising awareness, increasing understanding and making a difference to pupils' mental health and wellbeing by providing a place where all children feel safe, secure and able to achieve and experience success in all its forms.	Whole-staff awareness CPD for Thrive, plus full Practitioner training for two staff members to support pupils most in need.	PSM	By end of academic year 2022/23	
	PSM to create staffroom Thrive noticeboard to support staff awareness and keep profile high.	PSM		
	Ensure prompt identification of vulnerable children who are at risk of poor mental health and low self-esteem.	Class teachers + PSM		
	Key staff member to train as Senior Mental Health Lead.	TBC		
	Create a pupil mental health and wellbeing policy which is shared with staff, reviewed after one year and then reviewed/updated biannually thereafter.	SLT + PSM		
Continue to train our ELSA staff and provide regular supervision sessions with an education Psychologist, in order to support children who are living through or dealing with difficult life events or experiences.	ELSAs/PSM			

	<p>Timetable of Forest School sessions with a pastoral focus for target 'nurture groups'.</p> <p>Provide alternative lunchtime activities / spaces for pupils who need additional support for their wellbeing at that time.</p> <p>SENCo and PSM to continue to make referrals to appropriate agencies to gain specialist support for pupils with mental health needs e.g. Mental Health Support Team, CAMHS, Trauma Recovery Centre, Young Carers etc.</p> <p>Provide additional transition arrangements between different Key Stages to ensure children are fully supported and prepared for upcoming changes.</p> <p>Set up parent/carer coffee mornings with Pastoral staff in order to create an additional 'layer' of support and enable parents to reach out for advice or help more easily.</p>	<p>Forest Schools HLTA + PSM</p> <p>PSM</p> <p>SENCo + PSM</p> <p>PSM + SENCo</p> <p>PSM</p>		
<p>Increase the level of representation of a diverse range of people within school resources and books.</p>	<p>Audit current books and classroom resources for diversity of represented people.</p> <p>Plan the required resources and books and identify the required budget for approval by leaders.</p> <p>Purchase new resources and monitor their use in classrooms.</p>		<p>Initial resources to be purchased and in use by July 2023, with full book stock to be completed by September 2024.</p>	<p>All age groups have access to age-appropriate / development stage-appropriate books that represent a more diverse range of people and relationships.</p> <p>Physical role play resources for younger classes and Resource Base classes will represent a more diverse range of people and relationships.</p>

<p>Promotion of the Equality Duty throughout the school.</p>	<p>Review school policies to ensure all reflect Equality duty.</p> <p>Training for staff in the Equality, Diversity and Inclusion, including the Equality Act 2010.</p>	<p>SLT and Governing Board</p> <p>HT</p>	<p>Annual policy cycle</p> <p>Autumn 2022</p>	<p>All policies reviewed on cycle over next 3 years and equality duty considered / reflected as appropriate in each.</p> <p>All staff have attained the National College Certificate Equality, Diversity and Inclusion via online training module.</p>
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