



KILMORIE
PRIMARY SCHOOL

Equality Information and Objectives

Introduction

The Equality Act 2010 brought together all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in the delivery of all kinds of services and, in the context of this policy, in all aspects of the provision of education.

The Act protects people from discrimination on the basis of certain characteristics, known as the 'protected characteristics' which are:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion/Belief
- Sex (Gender)
- Sexual orientation

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a regular basis to the Headteacher

The Headteacher will ensure that

- Knowledge and understanding of the equality objectives is promoted amongst staff and pupils
- Monitor success in achieving the objectives and report back to the governors

Staff will ensure that

- Teaching and learning takes this policy into account
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum

Equality information and objectives

Schools must publish equality information and objectives. Our equality information can be found in **Appendix 1** and is updated annually.

Background information

During 2017 – 2018 the school carried out an equalities audit and governors undertook a school improvement visit where they discussed the findings and completed a learning walk.

The following areas were explored (amongst others)

Curriculum

The curriculum team audited equalities across the curriculum. They found that teachers actively tried to avoid stereotypes and to ensure that there was no gender bias. This was evident particularly in PSHE, RE, History and Geography. We will continue to develop our rich curriculum so it reflects the rich diversities of Britain and of Kilmorie in particular

Enrichment activities

Enrichment club uptake showed gender divides with more girls taking up dance and 'creative' activities and more boys taking up sporting activities.

Behaviour

An audit of teachers showed that boys demonstrate more overt behaviour than girls. This reflects the national picture.

Attainment

Data indicates that in general it would appear that a higher percentage of girls achieve at greater depth in literacy and boys in maths

Equality Objectives June 2018 – 2022

From our findings we have decided on the following objectives. These will be reviewed annually and we will continue to audit regularly using a variety of approaches.

Equality Objective 1

To ensure that our curriculum reflects the rich diversities of Britain and of Kilmorie in particular

Equality Objective 2

To continue to promote equality of opportunity in enrichment activities

Equality Objective 3

To review our approach to behaviour management to ensure that there is no discrimination of those children with protected characteristics

Equality Objective 4

To work towards closing the gender gap at greater depth in literacy and maths

Equality Objective 5

To ensure that the governing body make up is representative of our diverse population

Appendix 1 : Equality Information (updated October 2019)

Characteristics of our school population

Gender

	Reception	Y1 – Y6	Total
Total	89	536	625
Boys	51	267	318
Girls	38	269	307

Pupil Premium Reception to Year 6

Pupil Premium
35 (5.6%)

Special Educational Needs Reception to Year 6

Stage	Numbers	%
No Specified SEN	590	94.4
SEN	35	5.6
EHCP	8	1.3

SEN type for pupils (primary need)	
Social, Emotional and Mental Health	6
Cognition and Learning	10
Communication and Interaction	16
Sensory and/or physical	5
SEN support but no specialist assessment of type of need	2

Sensitive information on pupils

Some information in relationship to protected characteristics we regard as sensitive. This includes information about pupils who may have gender issues.

As a primary school we do not collect data on the sexual orientation of our pupils, nor do we collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils. We also recognise that people who are undergoing or who have undergone a process to reassign their gender may experience discrimination or harassment, although it is uncommon for this to apply to a child of primary age.

Looked after children

At Kilmorie we have one looked after child

First Language (Nursery to Year 6)

Year	E2	Nursery 1	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Kurdish	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	0 0.0%	3 0.45%
Romanian (Moldova)	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	0 0.0%	1 0.15%
Turkish	0 0.0%	0 0.0%	1 1.12%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	2 2.27%	0 0.0%	5 0.74%
Portuguese (Any Other)	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.15%	0 0.0%	1 1.1%	2 0.3%
Hungarian	0 0.0%	1 6.67%	1 1.12%	0 0.0%	0 0.0%	0 0.0%	1 1.15%	1 1.14%	2 2.2%	6 0.89%
Krio	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.15%	0 0.0%	0 0.0%	1 0.15%
Tamil	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	4 4.44%	0 0.0%	1 1.14%	1 1.1%	7 1.04%
Bulgarian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	1 1.15%	0 0.0%	2 2.2%	5 0.74%
Swedish	0 0.0%	1 6.67%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	0 0.0%	1 1.14%	0 0.0%	3 0.45%
Pashto/Pakhto	0 0.0%	0 0.0%	2 2.25%	0 0.0%	1 1.11%	1 1.11%	0 0.0%	0 0.0%	1 1.1%	5 0.74%
Afrikaans	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.15%	0 0.0%	1 1.1%	2 0.3%
French	0 0.0%	0 0.0%	1 1.12%	3 3.33%	2 2.22%	1 1.11%	7 8.05%	3 3.41%	9 9.89%	26 3.86%
Tiv	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.1%	1 0.15%
Malayalam	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.15%
Albanian/Shqip	0 0.0%	1 6.67%	0 0.0%	1 1.11%	0 0.0%	1 1.11%	0 0.0%	1 1.14%	0 0.0%	4 0.59%
Romanian	0 0.0%	0 0.0%	1 1.12%	1 1.11%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.3%
German	0 0.0%	0 0.0%	0 0.0%	1 1.11%	1 1.11%	1 1.11%	3 3.45%	0 0.0%	3 3.3%	9 1.34%
Gujarati	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	1 1.1%	2 0.3%
Urdu	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.1%	1 0.15%
Arabic (Algeria)	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.14%	0 0.0%	1 0.15%
Lithuanian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.15%	0 0.0%	3 3.3%	4 0.59%
Thai	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	1 1.11%	0 0.0%	0 0.0%	1 1.1%	3 0.45%
Korean	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.15%
Spanish	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	1 1.11%	1 1.15%	0 0.0%	2 2.2%	6 0.89%
English*	0 0.0%	11 73.33%	81 91.01%	78 86.67%	75 83.33%	74 82.22%	66 75.86%	73 82.95%	52 57.14%	537 79.79%
Bengali	0 0.0%	0 0.0%	1 1.12%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.15%
Yoruba	0 0.0%	0 0.0%	0 0.0%	1 1.11%	1 1.11%	1 1.11%	0 0.0%	0 0.0%	1 1.1%	4 0.59%
Italian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	2 2.3%	1 1.14%	1 1.1%	5 0.74%
Portuguese	0 0.0%	0 0.0%	1 1.12%	0 0.0%	2 2.22%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 0.59%

Chinese (Mandarin/Putonghua)	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.15%
Russian	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	1 1.14%	0 0.0%	2 0.3%
Polish	0 0.0%	0 0.0%	0 0.0%	1 1.11%	1 1.11%	0 0.0%	0 0.0%	1 1.14%	3 3.3%	6 0.89%
Persian/Farsi	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.14%	0 0.0%	1 0.15%
Arabic (Morocco)	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.1%	1 0.15%
Panjabi	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.15%	1 1.14%	0 0.0%	3 0.45%
Bengali (Any Other)	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.15%	0 0.0%	0 0.0%	1 0.15%
Slovak	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.1%	1 0.15%
Akan (Twi/Asante)	0 0.0%	1 6.67%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.15%
Dutch/Flemish	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.11%	0 0.0%	0 0.0%	0 0.0%	1 1.1%	2 0.3%
Vietnamese	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.1%	1 0.15%
Tagalog/Filipino	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.1%	1 0.15%