Equality Information and Objectives

Introduction

Kilmorie Primary School is a vibrant, inclusive and welcoming place for everyone; we believe it always will be. At the heart of our school are our Kilmorie Child Qualities including respect and empathy. The ethos and values of our school community are underpinned by our school rules: show respect, care and consideration to all; challenge unacceptable, unkind behaviour; care for our school environment; promote good learning behaviour. We are always here for everyone, regardless of race, sexuality, gender, religion or anything else that makes us who we are. We seek and listen to the views of children, parents and carers and staff.

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

In addition, we have decided to include the following characteristic:

- Economically marginalised (groups of people who are prevented from amassing wealth or getting a job)

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. We will do this by ensuring that our policies and practices are inclusive to all, and reflect and meet the needs of all our children and our community.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it. We will do this by ensuring that all children can access the academic and extra-curricular activities that we provide, particularly those children and members of our community who experience barriers to access.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. We will do this by celebrating the individual child, embracing our similarities and differences and recognising the rights of every child. While doing this we will ensure that diversity is embedded in the curriculum.
- Consulting and involve those affected by inequality, in the decisions that Kilmorie Primary School takes to promote equality and eliminate discrimination. We will do this by inviting representatives from our school community which could include parents, pupils, staff, those affected by inequalities as well as members of the local community to form working groups to identify, discuss and promote ways of eliminating inequalities within our school community.

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 who will endeavour to ensure the objectives remain relevant and up to date.

The Headteacher will ensure that
- Knowledge and understanding of the equality objectives are 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. Following our most recent annual review, we will continue to develop our rich curriculum so it reflects the rich diversities of the UK, of Kilmorie and in particular considering the Black Lives Matter movement.

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' observations of behaviour in their classes 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 English and boys in maths.

Equality Objectives February 2023 to February 2027 (Reviewed October 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 staff have the appropriate knowledge and training about good equalities practice so that we can ensure that our curriculum is diverse and accessible to all, that our behaviour management is fair and equal and that we can identify underachievement in all groups.

Equality Objective 2

To ensure that our curriculum reflects the rich diversities of the UK, our local area and of Kilmorie in order to meet the needs of our children irrespective of race, sex, disability, sex, sexual orientation, gender reassignment and religion or belief.

We will do this by:
- Ensuring topics and resources used reflect diversity
- Regularly reviewing and monitoring the curriculum to ensure that topics and resources are up to date
- Ensuring that all children are accessing this diverse curriculum through high expectations and high-quality teaching to enable children to meet their full potential

Equality Objective 3

To continue to promote equality of opportunity in enrichment activities.
We will do this by:
- Regularly monitoring the uptake of activities
- Ensuring that there is a range of activities to meet the needs of our diverse community
- Identifying and targeting groups with protected characteristics to ensure they have equal access and increase their engagement

Equality Objective 4

To review our approach to behaviour management to ensure that there is no discrimination of those children with protected characteristics.
We will do this by:
- Reviewing our behaviour policy and practices
- Monitoring behaviour incidents and identifying any patterns and adapting our interventions appropriately
- Ensuring that our interventions meet the needs of all our children

Equality Objective 5

To work towards closing the attainment gap at greater depth in English and maths.
We will do this by:
- Ensuring all staff have the necessary information, training and resources to implement high quality lessons
- Regularly monitoring attainment through analysing data and tracking pupil progress
- Ensuring that appropriate early interventions are put in place where underachievement is identified

Equality Objective 6

To seek to make our governing body representative of our diverse population.

Appendix 1: Equality Information – February 2023

Characteristics of our school population Year 1 to Year 6

Year Group	Total Pupils	M	F	No PP	PP	Not EAL	EAL	No SEN	SEN	Only PP	PP/SEN	PP/EAL	SEN/EAL	SEN/EAL/PP
N	51	27	24	50	1									
R	90	50	40	82	8		21		5	8				
1	90	40	50	83	7	62	28	86	4	3	0	2	2	0
2	83	37	46	70	13	64	19	81	2	5	1	6	1	1
3	88	38	50	77	11	66	22	77	11	6	3	2	2	0
4	84	35	49	68	16	66	18	63	21	7	3	4	2	2
5	83	42	41	69	14	66	17	59	24	0	7	3	7	0
6	81	44	37	70	11	63	18	64	17	6	5	5	0	2
		352	**304**	**569**	87	**469**	**190**	**556**	**87**	32	19	**22**	14	5

Special Educational Needs Nursery to Year 6

Stage	Numbers	%
No Specified SEN	574	87%
SEN	87	13%
EHCP	10	2%

SEN type *(please note some children have more than one need)*	
Autistic Spectrum Disorder	14 -17&
Moderate Learning Difficulties	11 -13%
Physical/Sensory Disabilities	4 -5%
Social, Communication and Language Needs	12 -15%
Social Emotional and Mental Health	3 -4%
Specific Learning Difficulties	22 -27%
Other Difficulty	5 -6%

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 four Looked After Children.

Ethnic Groups (Nursery to Year 6)

Year	E2	Nursery 1	Nursery 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Afghan	0	0	0	0	0	0	0	0	1	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	0.15%
Albanian	0	0	0	0	0	1	0	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	1.22%	0.00%	0.00%	0.00%	0.00%	0.15%
Any Other Asian Background	0	1	0	0	2	1	2	1	1	3	11
	0.00%	9.09%	0.00%	0.00%	2.22%	1.22%	2.25%	1.18%	1.18%	3.70%	1.68%
Any Other Black Background	0	0	0	1	0	0	1	2	1	0	5
	0.00%	0.00%	0.00%	1.11%	0.00%	0.00%	1.12%	2.35%	1.18%	0.00%	0.76%
Any Other Ethnic Group	0	0	1	1	0	0	1	0	2	2	7
	0.00%	0.00%	2.50%	1.11%	0.00%	0.00%	1.12%	0.00%	2.35%	2.47%	1.07%
Any Other Mixed Background	0	0	1	2	4	4	3	1	3	2	20
	0.00%	0.00%	2.50%	2.22%	4.44%	4.88%	3.37%	1.18%	3.53%	2.47%	3.05%
Any Other White Background	0	0	0	0	0	2	2	1	4	5	14
	0.00%	0.00%	0.00%	0.00%	0.00%	2.44%	2.25%	1.18%	4.71%	6.17%	2.13%
Asian and Any Other Ethnic Group	0	0	0	1	0	2	0	0	0	0	3
	0.00%	0.00%	0.00%	1.11%	0.00%	2.44%	0.00%	0.00%	0.00%	0.00%	0.46%
Asian and Black	0	0	0	0	0	0	1	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.12%	0.00%	0.00%	0.00%	0.15%
Bangladeshi	0	0	0	1	0	0	0	0	1	0	2
	0.00%	0.00%	0.00%	1.11%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	0.30%
Black African	1	0	5	5	3	0	4	7	6	2	33
	33.33%	0.00%	12.50%	5.56%	3.33%	0.00%	4.49%	8.24%	7.06%	2.47%	5.03%
Black and Any Other Ethnic Group	0	0	0	1	0	0	0	1	0	0	2
	0.00%	0.00%	0.00%	1.11%	0.00%	0.00%	0.00%	1.18%	0.00%	0.00%	0.30%
Black Caribbean	1	1	1	2	3	4	1	7	1	3	24
	33.33%	9.09%	2.50%	2.22%	3.33%	4.88%	1.12%	8.24%	1.18%	3.70%	3.66%
Black Somali	0	0	0	0	0	0	0	0	1	1	2
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	1.23%	0.30%
Chinese	0	0	0	1	1	1	0	1	0	1	5

	0.00%	0.00%	0.00%	1.11%	1.11%	1.22%	0.00%	1.18%	0.00%	1.23%	0.76%
Indian	0	0	0	1	0	0	0	0	0	2	3
	0.00%	0.00%	0.00%	1.11%	0.00%	0.00%	0.00%	0.00%	0.00%	2.47%	0.46%
Information Not Yet Obtained	0	0	0	1	1	0	0	0	0	2	4
	0.00%	0.00%	0.00%	1.11%	1.11%	0.00%	0.00%	0.00%	0.00%	2.47%	0.61%
Other Asian	0	0	0	1	0	0	0	0	0	0	1
	0.00%	0.00%	0.00%	1.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%
Other Mixed Background	0	0	0	1	0	1	1	2	1	0	6
	0.00%	0.00%	0.00%	1.11%	0.00%	1.22%	1.12%	2.35%	1.18%	0.00%	0.91%
Pakistani	0	0	0	0	0	0	0	1	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	0.00%	0.15%
Refused	0	0	2	0	0	1	3	1	0	1	8
	0.00%	0.00%	5.00%	0.00%	0.00%	1.22%	3.37%	1.18%	0.00%	1.23%	1.22%
Sri Lankan Other	0	0	0	0	0	1	0	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	1.22%	0.00%	0.00%	0.00%	0.00%	0.15%
Sri Lankan Tamil	0	0	0	0	0	0	0	0	1	1	2
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	1.23%	0.30%
Turkish	0	0	0	0	0	0	1	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.12%	0.00%	0.00%	0.00%	0.15%
Turkish Cypriot	0	0	0	0	0	0	1	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.12%	0.00%	0.00%	0.00%	0.15%
Turkish/ Turkish Cypriot	0	0	0	0	1	0	0	0	1	0	2
	0.00%	0.00%	0.00%	0.00%	1.11%	0.00%	0.00%	0.00%	1.18%	0.00%	0.30%
White and Any Other Asian Background	0	0	0	0	1	1	0	0	1	0	3
	0.00%	0.00%	0.00%	0.00%	1.11%	1.22%	0.00%	0.00%	1.18%	0.00%	0.46%
White and Any Other Ethnic Group	0	0	0	0	0	2	0	0	0	0	2
	0.00%	0.00%	0.00%	0.00%	0.00%	2.44%	0.00%	0.00%	0.00%	0.00%	0.30%
White and Asian	0	2	0	5	7	1	5	8	2	6	36
	0.00%	18.18%	0.00%	5.56%	7.78%	1.22%	5.62%	9.41%	2.35%	7.41%	5.49%
White and Black African	0	1	2	1	1	3	4	0	2	2	16
	0.00%	9.09%	5.00%	1.11%	1.11%	3.66%	4.49%	0.00%	2.35%	2.47%	2.44%
White and Black Caribbean	0	1	2	3	4	3	5	5	5	7	35
	0.00%	9.09%	5.00%	3.33%	4.44%	3.66%	5.62%	5.88%	5.88%	8.64%	5.34%
White and Indian	0	0	0	0	0	0	1	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.12%	0.00%	0.00%	0.00%	0.15%
White and Pakistani	0	0	0	0	0	1	0	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	1.22%	0.00%	0.00%	0.00%	0.00%	0.15%
White British	0	1	25	49	50	42	41	38	45	37	328
	0.00%	9.09%	62.50%	54.44%	55.56%	51.22%	46.07%	44.71%	52.94%	45.68%	50.00%
White Eastern European	0	0	0	0	0	2	0	0	0	0	2
	0.00%	0.00%	0.00%	0.00%	0.00%	2.44%	0.00%	0.00%	0.00%	0.00%	0.30%
White English	0	0	0	0	0	3	3	2	2	1	11
	0.00%	0.00%	0.00%	0.00%	0.00%	3.66%	3.37%	2.35%	2.35%	1.23%	1.68%
White European	1	4	1	13	12	4	9	5	3	3	55
	33.33%	36.36%	2.50%	14.44%	13.33%	4.88%	10.11%	5.88%	3.53%	3.70%	8.38%
White Irish	0	0	0	0	0	0	0	0	1	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	0.15%
White Other	0	0	0	0	0	2	0	2	0	0	4
	0.00%	0.00%	0.00%	0.00%	0.00%	2.44%	0.00%	2.35%	0.00%	0.00%	0.61%
Total number of students in year group	3	11	40	90	90	82	89	85	85	81	656

First Language (Nursery to Year 6) – *Includes multiple first languages*

Year	Nursery 1	Nursery 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Polish	1	2	2	3	1	1	1	0	0	11
	9.09%	5.00%	2.22%	3.33%	1.22%	1.12%	1.18%	0.00%	0.00%	1.68%
Bengali	0	0	0	0	0	1	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	1.12%	0.00%	0.00%	0.00%	0.15%
German	0	0	2	4	0	1	1	1	0	9
	0.00%	0.00%	2.22%	4.44%	0.00%	1.12%	1.18%	1.18%	0.00%	1.37%
Dari Persian	0	0	0	0	1	0	0	1	0	2
	0.00%	0.00%	0.00%	0.00%	1.22%	0.00%	0.00%	1.18%	0.00%	0.30%
Serbian	0	1	0	0	0	0	1	0	1	3
	0.00%	2.50%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	1.23%	0.46%
Bulgarian	1	0	0	1	2	1	0	0	1	6
	9.09%	0.00%	0.00%	1.11%	2.44%	1.12%	0.00%	0.00%	1.23%	0.91%
Caribbean Creole English	0	0	0	0	0	0	0	1	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	0.15%
Russian	0	0	1	2	1	0	0	0	0	4
	0.00%	0.00%	1.11%	2.22%	1.22%	0.00%	0.00%	0.00%	0.00%	0.61%
Thai	0	0	0	0	0	0	1	1	1	3
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	1.18%	1.23%	0.46%
Afrikaans	0	1	0	0	1	1	0	0	0	3
	0.00%	2.50%	0.00%	0.00%	1.22%	1.12%	0.00%	0.00%	0.00%	0.46%
Tamil	0	0	0	2	0	0	0	0	2	4
	0.00%	0.00%	0.00%	2.22%	0.00%	0.00%	0.00%	0.00%	2.47%	0.61%
Other Language	0	1	0	0	0	0	0	0	0	1
	0.00%	2.50%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%
Hungarian	0	0	2	0	0	1	0	0	0	3
	0.00%	0.00%	2.22%	0.00%	0.00%	1.12%	0.00%	0.00%	0.00%	0.46%
Spanish	0	0	2	2	0	0	0	0	2	6
	0.00%	0.00%	2.22%	2.22%	0.00%	0.00%	0.00%	0.00%	2.47%	0.91%
Hebrew	0	0	1	0	0	0	0	0	0	1
	0.00%	0.00%	1.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%
Panjabi	2	0	1	1	1	0	0	0	0	5
	18.18%	0.00%	1.11%	1.11%	1.22%	0.00%	0.00%	0.00%	0.00%	0.76%
Portuguese	0	1	3	2	0	2	0	0	0	8
	0.00%	2.50%	3.33%	2.22%	0.00%	2.25%	0.00%	0.00%	0.00%	1.22%
Sinhala	0	0	0	0	1	0	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	1.22%	0.00%	0.00%	0.00%	0.00%	0.15%
Krio	0	0	0	0	0	0	0	1	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	0.15%
Albanian/Shqip	0	2	0	1	1	0	2	0	1	8
	0.00%	5.00%	0.00%	1.11%	1.22%	0.00%	2.35%	0.00%	1.23%	1.22%
French	1	1	5	2	0	1	5	4	2	21
	9.09%	2.50%	5.56%	2.22%	0.00%	1.12%	5.88%	4.71%	2.47%	3.20%
Kurdish	0	0	1	0	1	1	1	0	1	5
	0.00%	0.00%	1.11%	0.00%	1.22%	1.12%	1.18%	0.00%	1.23%	0.76%
Romanian (Romania)	0	0	0	1	0	0	0	0	0	1
	0.00%	0.00%	0.00%	1.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%
Pashto/Pakhto	0	0	0	0	0	2	0	1	1	4
	0.00%	0.00%	0.00%	0.00%	0.00%	2.25%	0.00%	1.18%	1.23%	0.61%
Dutch/Flemish	0	0	1	0	0	1	0	1	0	3
	0.00%	0.00%	1.11%	0.00%	0.00%	1.12%	0.00%	1.18%	0.00%	0.46%
Korean	0	0	0	0	0	0	0	1	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	0.15%
English*	3	24	59	62	65	68	66	68	63	480
	27.27%	60.00%	65.56%	68.89%	79.27%	76.40%	77.65%	80.00%	77.78%	73.17%
Urdu	0	0	0	0	0	0	1	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	0.00%	0.15%

Panjabi (Any Other)	1	0	0	0	0	0	0	0	0	1
	9.09%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%
Turkish	0	0	0	1	1	1	0	1	0	4
	0.00%	0.00%	0.00%	1.11%	1.22%	1.12%	0.00%	1.18%	0.00%	0.61%
Arabic	0	2	0	0	0	0	1	0	0	3
	0.00%	5.00%	0.00%	0.00%	0.00%	0.00%	1.18%	0.00%	0.00%	0.46%
Vietnamese	0	1	0	0	0	1	0	0	0	2
	0.00%	2.50%	0.00%	0.00%	0.00%	1.12%	0.00%	0.00%	0.00%	0.30%
Greek	1	0	1	1	1	0	1	0	0	5
	9.09%	0.00%	1.11%	1.11%	1.22%	0.00%	1.18%	0.00%	0.00%	0.76%
Igbo	0	0	0	0	0	1	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	0.00%	1.12%	0.00%	0.00%	0.00%	0.15%
Lithuanian	0	0	0	0	1	0	0	0	0	1
	0.00%	0.00%	0.00%	0.00%	1.22%	0.00%	0.00%	0.00%	0.00%	0.15%
Yoruba	0	3	4	1	0	2	1	2	2	15
	0.00%	7.50%	4.44%	1.11%	0.00%	2.25%	1.18%	2.35%	2.47%	2.29%
Swedish	0	0	0	0	1	1	1	0	0	3
	0.00%	0.00%	0.00%	0.00%	1.22%	1.12%	1.18%	0.00%	0.00%	0.46%
Romanian	0	0	1	1	0	2	1	0	1	6
	0.00%	0.00%	1.11%	1.11%	0.00%	2.25%	1.18%	0.00%	1.23%	0.91%
Danish	0	0	0	1	0	0	0	0	0	1
	0.00%	0.00%	0.00%	1.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%
Chinese (Mandarin/Putonghua)	0	0	0	1	1	0	1	0	0	3
	0.00%	0.00%	0.00%	1.11%	1.22%	0.00%	1.18%	0.00%	0.00%	0.46%
Italian	0	1	2	0	1	0	0	2	0	6
	0.00%	2.50%	2.22%	0.00%	1.22%	0.00%	0.00%	2.35%	0.00%	0.91%
Malayalam	0	0	1	0	0	0	0	0	0	1
	0.00%	0.00%	1.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.15%
Ukrainian	1	0	0	0	1	0	0	0	1	3
	9.09%	0.00%	0.00%	0.00%	1.22%	0.00%	0.00%	0.00%	1.23%	0.46%
Gujarati	0	0	0	0	0	0	0	0	1	1
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.23%	0.15%
Chinese	0	0	1	1	0	0	0	0	1	3
	0.00%	0.00%	1.11%	1.11%	0.00%	0.00%	0.00%	0.00%	1.23%	0.46%
Total number of students in year group	11	40	90	90	82	89	85	85	81	656