



Hartley Primary School

Equality Report and access plan 2016-2017

Hartley Primary is committed to the Equality Act 2010 which provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. We aim to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential. We take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics:

- age;
- race (including colour, nationality and ethnic origins);
- gender reassignment;
- Disability;
- marriage or civil partnership;
- religion or belief;
- pregnancy or maternity
- gender; or
- sexual orientation.

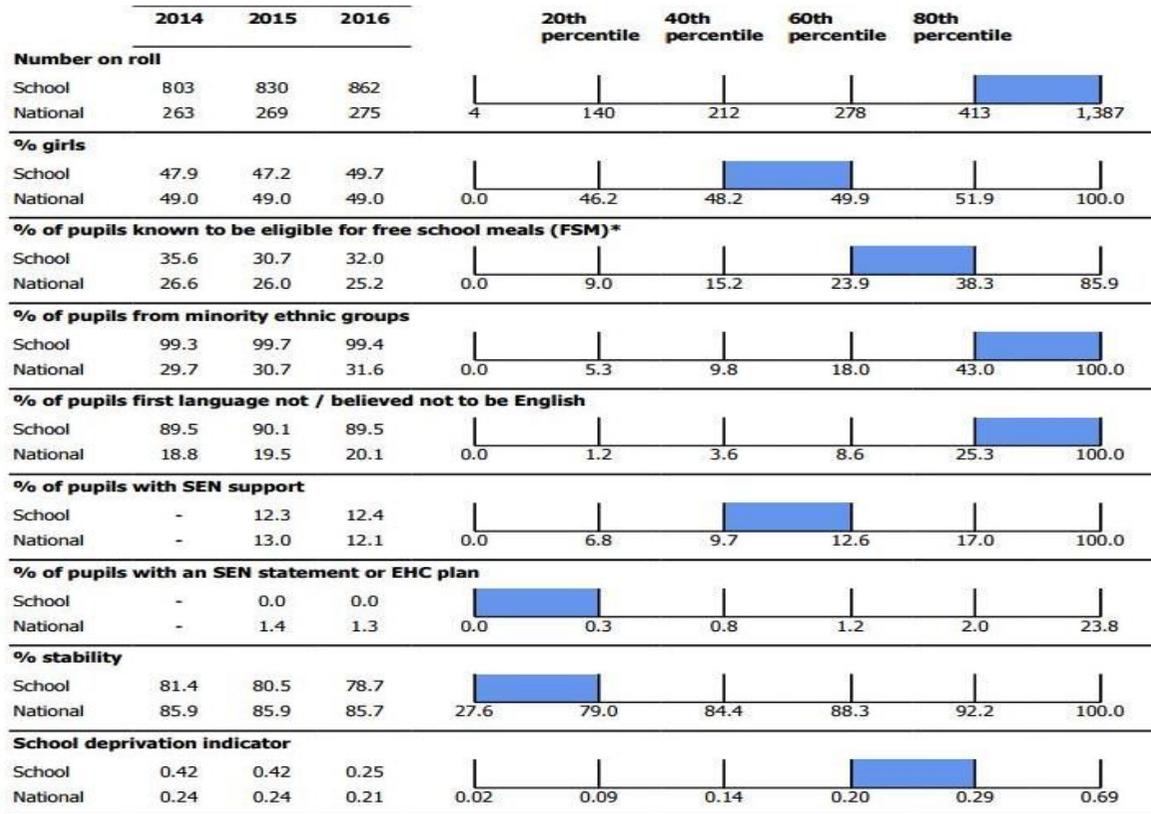
Public Sector Duties

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding). In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

School Population

Hartley is a large primary school with a population which is very diverse. Raise Online 2016 shows that the number of pupils eligible for free school meals is above the national average at 32%, the proportion from minority ethnic groups (99.4%) and EAL (89.5%) is in the highest percentile. There was high mobility in 2016 (78.7% stability,) the school is located in an area of high deprivation.



The school population is very diverse in every respect. School rules and policies are reflective and explicit in acknowledging the diversity of the school. There is great emphasis on teamwork as evident in the school rules and house point system that operates across the school.

The most significant population in the school is Bangladeshi, however, this only accounts for 30.3% of the overall population which illustrates the school's diversity.

The school remains transient and there are many factors that affect this including; large population increase, housing issues within the borough and families moving accommodation regularly.

KS2 data 2016 (from Raise Online pages 11, 13,15,18)

	Reading scaled score 100+	Reading scaled score 110+	Writing – expected standard+	Writing- Greater depth +	Maths scaled score 100+	Maths scaled score 110+	EGPS scaled score 100+	EGPS scaled score 110+
Boys (49)	63%	10%	78%	10%	86%	37%	86%	29%
Girls (39)	77%	13%	85%	31%	87%	46%	85%	38%
Disadvantaged (39)	67%	10%	82%	15%	87%	38%	85%	28%
Not disadvantaged (49)	71%	12%	80%	22%	86%	43%	86%	37%
No SEN (68)	79%	12%	90%	25%	93%	49%	93%	37%
SEN (20)	35%	10%	50%	0%	65%	15%	60%	20%
EAL (75)	68%	12%	81%	19%	87%	41%	87%	32%
No EAL (13)	77%	8%	77%	23%	85%	38%	77%	38%
Overall prior (KS1) attainment low	25%	0%	44%	0%	63%	13%	50%	6%
Overall prior (KS1) attainment middle	84%	11%	100%	9%	93%	41%	95%	32%
Overall prior (KS1) attainment high	95%	21%	100%	68%	100%	79%	100%	68%

KS2 reading, writing and mathematics 2016

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
all pupils	88	all	66	53	5	5
male	49	same	59	50	2	5
female	39	same	74	57	8	6
disadvantaged	39	non	62	60	3	7
other	49	same	69	60	6	7
Free School Meals	39	non	62	60	3	7
Children Looked After	0	non	-	54	-	5
SEN with statement or EHC plan	0	all	-	53	-	5
SEN support	20	all	25	53	0	5
no SEN	68	same	78	62	6	6
on roll in years 5 & 6	81	same	70	55	5	6
English first language	13	all	77	53	8	5
English additional language	75	all	64	53	4	5
Prior attainment						
overall low	16	same	25	6	0	0
overall middle	44	same	80	47	0	1
overall high	19	same	95	91	21	17
reading low	17	same	29	7	0	0
reading middle	47	same	79	48	0	1
reading high	15	same	100	91	27	18
writing low	17	same	29	10	0	0
writing middle	54	same	81	57	4	3
writing high	8	same	100	95	25	27
mathematics low	13	same	31	5	0	0
mathematics middle	51	same	76	49	2	2
mathematics high	15	same	93	91	20	21

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
Ethnic group						
White	3	all	67	53	0	5
British	0	all	-	53	-	5
Irish	0	all	-	53	-	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	1	all	0	53	0	5
any other White background	2	all	100	53	0	5
Mixed	1	all	100	53	0	5
White & Black Caribbean	1	all	100	53	0	5
White & Black African	0	all	-	53	-	5
White & Asian	0	all	-	53	-	5
any other mixed background	0	all	-	53	-	5
Asian or Asian British	77	all	66	53	5	5
Indian	19	all	84	53	16	5
Pakistani	31	all	55	53	0	5
Bangladeshi	14	all	64	53	7	5
any other Asian background	13	all	69	53	0	5
Black or Black British	5	all	40	53	0	5
Black Caribbean	0	all	-	53	-	5
Black African	4	all	25	53	0	5
any other Black background	1	all	100	53	0	5
Chinese	0	all	-	53	-	5
any other ethnic group	2	all	100	53	0	5
unclassified - refused	0	all	-	53	-	5
unclassified - not obtained	0	all	-	53	-	5

How does the school promote equality of opportunity?

The list below does not capture everything which happens at Hartley to promote equality, but will provide some information about the efforts which the school goes to in order to create an inclusive learning community and eliminate discrimination.

- All staff are aware of the Equality Act 2010 and Hartley is committed to a culture of inclusion.
- Our uniform policy is sensitive to the needs of different religious customs.
- Pupils celebrate cultural diversity and learn about discrimination through daily assemblies (including assemblies about British Values) and through the strands of SMSC that run through the school curriculum.
- We support social integration, including social skills groups and community learning groups within school.
- All types of bullying and/or racism are recorded in the school's serious incident log and reported to the Local Governing Body.
- Pupils are encouraged to share their views on the school through assemblies, pupil voice and the school council.
- We support pupils (and their families) who speak English as an Additional Language (EAL) with a designated member of the inclusion team and opportunities for the translation of important letters and documents.
- In addition to the opportunity to visit the school at different times and take part in termly consultation meetings, parents and carers have the opportunity to share their views on the school through questionnaires and Parent workshops.
- We produce a annual workforce census and recognise that a diverse workforce can bring benefits in promoting opportunity, fostering good relations and prohibiting harassment.

Equality Objectives 2016-17

- To monitor the achievement and attainment of all groups, identifying and narrowing any gaps.
- To educate pupils about prejudice and stereotypes through assemblies and work in the classroom.
- To promote spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular reference to equality and diversity.

Fostering good relations

We want our school community to be welcoming and provide a comfortable environment for all who come here. We want to foster an open environment where people feel they are treated with dignity and respect.

Examples	Steps the school has taken
Student voice	Pupil contribution to annual and termly reviews Active school council Playground pals Peer mediators Anti-bullying whiz kids House captains
Partnership with parents	Coffee mornings Curriculum workshops for parents Weekly Parent group Family learning sessions Triple P Parenting skills course and stepping stones led by FSW Parents consultation days Training course for parents of those with SEND pupils
Promoting British Values and developing SMSC	Embedded across the curriculum Festival assemblies Place of worship week Educational visits to places of worship Social skills group
Community links	Enabling enterprise project- links with local businesses Engagement with other schools Visits from school nurse Library visits Visits by community leaders Work experience opportunities for local college students

	Raising money for local charities
Social and emotional wellbeing	<p>Nursery home visits</p> <p>Social inclusion leader and pastoral team</p> <p>Admissions interviews</p> <p>Breakfast club</p> <p>Buddy systems and welcome packs</p> <p>Social skills groups</p> <p>Launch pad intervention for mid phase admissions</p> <p>Self-esteem groups</p> <p>Bereavement and drawing therapy sessions</p> <p>Life skills sessions</p>
Positive imagery	<p>Diversity among staff</p> <p>Language of the term</p> <p>Bilingual resources</p> <p>Learning mentor deployed in each phase of the school</p> <p>Personalised curriculum where required</p> <p>Close liaison with outside agencies</p>
Removing barriers and reasonable adjustments	<p>Provision for all pupils to attend after school clubs</p> <p>Inclusive planning</p> <p>Access to sensory room/resources</p> <p>Pupils centred reviews</p> <p>Care plans</p> <p>Pre visits before school excursions to addresses any issues</p>

Involving people in developing equalities at our school

Examples	Steps the school has taken
Pupil Voice	Pupils vote for school council member Pupil questionnaire Involved in key school decisions Pupil centred reviews
School council	Lead on the organisation of key school events Meetings held to ascertain pupil opinion A high needs SEND pupil on every council
Partnership with parents	Parent questionnaire to ascertain opinion on key areas of schooling Parent governors involved in formulating key school policies Coffee mornings to discuss current themes Weekly parent group Parent governor representation on the Harley local governing body Parent consultation around academy conversion
Staff	Wellbeing committee Wellbeing survey Feedback and evaluation in staff and support staff meetings Sharing of good practice
Local community	Consultation meeting re: academy conversion Partnership with local universities/businesses/community leaders informs curriculum development Partnership with local schools informs discussions for development
Governors	Involved in school self evaluation process Opportunity to formulate and respond to School improvement plan and policies Review impact of curriculum Designated link governor for inclusion

At Hartley, it is recognised that a diverse workforce can bring benefits in promoting opportunity, fostering good relations and prohibiting harassment. As part of our Equalities Duty, we report on the make-up of our current --staff members:

Group/ Ethnicity	Percentage	Group	Percentage
Any other ethnic background	2.6%	Asian or Asian British, Pakistani	13.7%
Asian or Asian British, Any other Asian Background	0.9%	Asian or Asian British, Indian	28.2%
Asian or Asian British, Bangladeshi	10.3%	Black or Black British, African	4.3%
Black or Black British, any other Black background	0.9%	Chinese	0.9%
Black or Black British, Caribbean	1.7%	White, any other White background	0.9%
Mixed, any other mixed background	1.7%	White, British	19.7%
Mixed, White and Black Caribbean	0.9%	Unknown	7.7%
Not obtained	4.3%	Did not wish to be recorded	0.9%

Accessibility Plan 2016-17

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Please speak to a member of staff if you have any suggestions for improving accessibility at Hartley.

Target	Strategic actions	Outcome	Responsibility	Timescale
<i>Improving Physical Access</i>				
To improve access to the school for disabled pupils, parents/carers and staff.	Regularly examine the school building to ensure consideration for those with disabilities.	Disabled pupils, parents and staff are able to access the school via designated areas. Ramp to USB in place, internal lift in operation.	School Business Manager Site management team	Ongoing
	Monitor use of disabled parking bays through the site management team.	Disabled pupils, parents and staff are able to access the visitors' car park and use the designated spaces	School Business Manager Site management team	Ongoing
	Make staircases more accessible for those with VI	yellow edging to at least one staircase in each building	LA School Business Manager Site management team	Completed

<p>To maintain clear pathways around the site through the autumn and winter, clearing leaves, and puddles (where possible) to improve access.</p>	<p>Site management team to routinely check pathways for obstructions.</p> <p>Pathways to be regularly cleared by site management in order to improve access to the school.</p>	<p>Pathways remain clear and accessible to all throughout the year.</p>	<p>Site management team</p>	<p>Ongoing</p>
<p>Ensure all fire escape routes are suitable for all</p>	<p>Request advice from building surveyor and fire officer on accessibility of exit routes and fire doors</p>	<p>The physical environment of the school is more conducive to the freedom of movement</p>	<p>School Business Manager</p>	<p>Summer 2017</p>
<p><i>Improving Curriculum Access</i></p>				
<p>To support all children with medical conditions to enable them to take a full and active part in school life.</p>	<p>Liaise with parents through the SEN review process and discuss ways in which pupils can be supported at school.</p>	<p>Pupils with medical conditions are able to take part in all aspects of school life.</p>	<p>Inclusion team</p>	<p>September 2016</p>
	<p>Ensure that reasonable adjustments are</p>	<p>Pupils with allergies are able to have school meals</p>	<p>Catering staff</p>	<p>Ongoing</p>

	<p>made to support pupils. Provide an alternative lunch menu for pupils with allergies.</p>			
<p>To provide staff training on SEND, supporting all pupils to make progress through appropriate differentiation</p> <p>To continue to improve access to resources within each classroom in order to promote independence for all pupils.</p>	<p>Staff training on SEND, development of EHCP and effective differentiation in the classroom.</p> <p>Teachers to review the accessibility of classroom equipment and to ensure that children have equality of access.</p> <p>Teachers to identify needs and make changes as appropriate.</p>	<p>A high proportion of SEND pupils make good progress because teachers are able to meet their needs effectively, enabling them to access the curriculum</p> <p>Lessons start without needing to make adjustments to accommodate the needs of individual pupils.</p>	<p>Inclusion team Class teachers</p> <p>Class teachers</p>	<p>Autumn term 2016/ongoing</p> <p>Ongoing</p>

To make after school clubs accessible to all pupils	Provide additional support for pupils with SEND	All children have an increased opportunity to participate in all extra –curricular activities	Inclusion Leader Club leaders	Ongoing
<i>Improving Communication</i>				
To review information shared with parents/carers to ensure it is accessible	<p>Use Google Docs to translate documents for parents who do not speak/read English using the translate function.</p> <p>Staff members who speak different languages to help with translations where possible</p> <p>Use services provided by the borough Language Shop</p>	Parents and carers will be able to access communications in different languages if appropriate.	Inclusion team Office staff	Ongoing

Public Sector Equality Duty Statement

1.1 This statement describes how the Governing Body at Hartley intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The equality objectives will form part of the accessibility plan and the information will be published.

1.2 We will have a due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and those who do not share it.

1.3 We will collect and use equality information to help us to:

Identify key issues

- understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- assess whether we are discriminating unlawfully when carrying out any of our functions;
- identify what the key equality issues are for our organisation.

Assess performance

- benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- consider taking steps to meet the needs of staff who share relevant protected characteristics;
- identify if there are any actions we can take to avoid discrimination and harassment, advance equality opportunity or foster good relations;
- make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
- develop equality objectives to meet specific duties;
- have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.
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1.4 We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women or maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including harassment)
- dismissals and other reasons for leaving

2 Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

References

Equality Act 2010

What Equality law means for you as an education provider-schools, Equality and Human Rights Commission

Schools Admission Code, DfE

Equalities Mediation Service (EMS)

This information was ratified by governors on.....

The school information will be reviewed on.....

Signed.....