



Stanton St Quintin Primary and Nursery School

Meeting the Duties of the Equality Act 2010: Equalities Information and Analysis Supporting document

Schools are required to adhere to the following three aspects of the General Duty within the Equality Act 2010

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

To help schools in England meet the General Equality Duty, there are two specific duties that they are required to carry out. These are:

- to publish information to demonstrate how they are complying with the equality duty (including publishing their school composition in terms of protected characteristics)
- to prepare and publish one or more specific and measurable equality objective

School Composition NOR 86 children – 3-11 years old.

Schools only need to share composition of staff if they have more than 150 employees.

| | | % of cohort |
|----------------------------|---|-------------|
| Gender | Male | 45.3% |
| | Female | 54.7% |
| Gender reassignment | Includes those pupils questioning their gender identity, trans, non-binary or gender non-conforming | 0 |



| | | |
|---------------------|--|-------|
| Ethnicity | Asian or Asian British: Indian | 2.3% |
| | Asian or Asian British: Pakistani | |
| | Asian or Asian British: Bangladeshi | |
| | Any other Asian background | 2.3% |
| | Black or Black British: Caribbean | |
| | Black or Black British: African | |
| | Any other Black background | 1.2% |
| | Chinese | |
| | Mixed: White and Black Caribbean | |
| | Mixed: White and Black African | |
| | Mixed: White and Asian | |
| | Any other Mixed background | |
| | White: British | 91.8% |
| | White: Irish | |
| | Irish Traveller | |
| | Gypsy and traveller | |
| | Any other white background | 2.4% |
| | Roma | |
| | Other | |
| | Not obtained | |
| SEND | EHCP | 1.2% |
| | SEN Support | 12.8% |
| | No SEN | 86% |
| Primary need | Cognition and Learning (including specific learning difficulties) | 1.2% |
| | Communication and interaction (including speech language communication needs, ASD) | 15.1% |
| | Social, Emotional & Mental Health | 6.9% |
| | Physical | |



| | | |
|--------------------------------|---|--------------------------|
| | Sensory | |
| | Medical | 1.2% |
| | Moderate learning difficulties | |
| | Severe learning difficulties | |
| | Profound multiple learning difficulties | |
| | Other | |
| Religion or belief | No religion | 33.7% |
| | Baha'i | |
| | Buddhist | 1.2% |
| | Christian | 43% |
| | Hindu | 2.4% |
| | Jain | |
| | Jewish | |
| | Muslim | |
| | Sikh | |
| | Other | 18.7% |
| Pregnancy and maternity | | NA |
| Sexual Orientation | | Information not obtained |

Advance the equality of opportunity for people with protected characteristics

At Stanton St Quintin Primary and Nursery School we use an appropriate range of data / information / evidence to analyse and ensure we are steps to meet differing needs of our cohort.



Tools such as Insights Tracking, Cpoms, Sims and Sims discovery together with the Local Authority Perspective Lite support such analysis.

Using such tools we have considered the following questions:

What does the **progress data/information and attainment/outcome** for your school or setting indicate about trends for any identified group within the protected characteristics?

Ethnicity/EAL linked to in year mobility due to military moves. Some Year 6 children may have attended multiple schools as service children and as a result there are gaps in learning. This together with English as an additional language children can struggle in acquiring new concepts and building on prior learning. Weekly work ETMAS together with in class support has supported EAL children to ensure good progress.

Due to small number of children in cohorts this data will be suppressed and not be published.

Statutory Assessment Data 22-23:

| EYFS | School | Wilts | National |
|------|---------|-------|----------|
| GLD | 100% ** | 68% | 67.3% |

| Phonics | School | Wilts | National |
|---------|---------|-------|----------|
| Y1 | 100% ** | 78.9% | 78.3% |
| Y2 | 100% ** | 62.6% | 55.4% |

| KS1 | School | Wilts | National |
|-------------|----------|-------|----------|
| Reading EXS | 92.3% ** | 68.4% | 68.5% |
| Reading GDS | 23.1% | 18.4% | 18.8% |
| Writing EXS | 84.6% ** | 59.8% | 60.3% |
| Writing GDS | 38.5% ** | 7.5% | 8.3% |
| Maths EXS | 76.9% | 70.4% | 70.6% |
| Maths GDS | 30.8% ** | 15.1% | 16.4% |
| RWM EXS | 69.2% | 54.6% | 56.3% |
| RWM GDS | 15.4% ** | 5.2% | 6.2% |



| KS2 | School | Wilts | National |
|-------------|--------|-------|----------|
| Reading EXS | 83.3% | 72.8% | 73% |
| Reading GDS | 33.3% | 29.5% | 28.9% |
| Writing EXS | 83.3% | 69.3% | 71% |
| Writing GDS | 16.6% | 12.5% | 13.5% |
| Maths EXS | 83.3% | 68% | 73% |
| Maths GDS | 33.3% | 18.7% | 16.4% |
| RWM EXS | 50% | 55.7% | 59% |
| RWM GDS | 16% | 6.7% | 8% |

What does the **destination data/information** highlight for any identified group within the protected characteristics?
Pupil information is shared with destination schools, whether this is secondary or in year transfer due to relocation. Information is securely transferred through CTF and if necessary CPOMs.

What is the demographic of the pupils attending **extra-curricular activities**? What is the representation of protected groups attending these activities?

Which children from protected groups attended extra curricular clubs and access wrap around care.

What is the demographic of **excluded pupils** (FTE/PEX)? Are there any trends amongst pupils with protected characteristics?
The school had not fixed or permanent exclusions 22-23.

What are the trends within the protected groups in **attendance**?

Whole school attendance for the academic year 22-23 was 95.2%

Attendance is lower for some of our EAL children. These tend to be our younger EAL and service children parents visit family overseas for extended periods of time.

Attendance for our SEN children is good 94%.

Do records of **prejudice related incidents** highlight trends for pupils with protected characteristics?

There are no significant trends identified for incidents of prejudice related incidents for pupils with protected characteristics.

What demographic of the parent cohort regularly attend **school events** such as parents evening? Are there any trends identified within protected groups?



All parents are invited to school events. On the whole most parents attend events where their own child is taking part for example, productions/sports days/ assemblies.

Parent workshops are held with some specific to supporting children with protected characteristics i.e. ethnicity or EAL, SEND, School Nurse.

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training
- The SLT monitor equality issues. They regularly liaise regarding any issues and make governors aware of these as appropriate.

Foster Good relations between people with and without protected characteristics

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship 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/reading, pupils will be introduced to literature from a range of cultures



- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Whole school participation in World Faith Week – January 2023
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Previous Equality Objectives

Impact statement from previous objective/s

22-23 Equality Objectives:

- 1. Pupil 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.**

This was a new objective identified for 22-23 and will remain for the academic year 23-24. During the year 22-23 the Executive Headteacher completed the senior mental health training and an existing Teaching Assistant completed ELSA. This has now been rolled out as a targeted intervention for 23-24. Working with the The Rise Trust, Mentor Me sessions support identified children on a 1:1 basis. Wiltshire Council Behaviour Support Service also supported both staff, children and families in emotional needs. As a school, we have been participated in national initiatives such as Children's Mental Day and Anti Bullying Week. The I Can I Am also visited Stanton St Quintin Primary and Nursery School in the summer term of 22-23. Signposting through the school website for support for parents and children is being developed and on-going.



- 2. English as an additional language: this school will ensure that families will have access to the same level of early help support as other families and, in partnership with the Ethnic Minority and Traveller Achievement Service, will work to develop trusting relationships with families in the best interest of our pupils.**

Weekly support from ETMAS during the academic year 22-23 proved very effective for all children receiving support -progress and attainment data together with the positive relationships between pupils and adult demonstrated this.

A coffee morning was well supported by parents. And the military link governor and Army Welfare promoted awareness and encouraged attendance.

With a change of personnel at ETMAS, Military Governor and changing families due to posting ongoing work to further development trusting and positive relationships.



Equality Objectives for period: (4 yearly cycle) 2023 – 2027 Cycle 1 2023

Equalities information must be updated annually and progress towards objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every 4 years.

| Objective | Actions | By who? | Timescale | How will we measure our success? |
|---|---|--|---|--|
| Pupil 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. | Explore becoming a Thrive School. Access 5 to Thrive resources available through the Local Authority/BSS Continue to signpost support for children and parents – website and regular newsletters e.g Young Mind links Ringfenced Weekly ELSA support through referral process. | SENCO EHT ELSA | Jan 24 Ongoing Sept 23 | Children and families are well support both in school and knowledgeable to how to and where to access support outside school. |
| English as an additional language: this school will ensure that families will have access to the same level of early help support as other families and, in partnership with the Ethnic Minority and Traveller Achievement Service, will work to develop trusting relationships with families in the best interest of our pupils. | Weekly Support from ETMAS for Nepalese children. Military Gov and Army Welfare on camp to promote and support in school events. Explore on camp meeting with families to support those who do not have transport. Link in with HIVE. | EHT/HoS ETMAS Military Gov HIVE contact | Sept 23 Jan 24 and planned meetings on going | Children and families are well supported. Good relationships are maintained and enhanced between school/camp/military families. |
| Increasing the understanding and confidence of pupils to recognise, address and report bullying - including | Use Assembly time and curriculum discussion to review understanding of British Values and protective Characteristics. | HoS EHT Class Teachers RHSE SL | September 24 and throughout Academic Year 23-24 | Children have a good awareness and increasing confidence in recognising and |



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|--|--|--|-----------------|---|
| the use of racist and/or discriminatory language | Use pupil voice and council groups to raise awareness and planned whole school opportunities to celebrate uniqueness within the school community and within wider society. | | Termly Meetings | addressing discriminatory language. The school community recognises and celebrates that we are all unique. |
| Monitoring arrangements Who is involved in reviewing and monitoring: Reporting on activities towards Equality Objectives to Governors at FGB Meeting T2 and T5 Agenda item at School Council T2 and T6 Review dates: November 23 May 24 | | | | |