



PUBLIC SECTOR EQUALITY DUTY

School policy statement on equality:

Palatine Primary School is a community special school for pupils with complex learning difficulties aged 4 -11.

At Palatine school we are a respectful, positive learning community where everyone is enabled to achieve the most they can, progress as far as they can and learn the most that they can.

- *We promote and value diversity*
- *We promote and value human rights*
- *We challenge stereotypes*

This statement applies to all pupils and staff and should be read in conjunction with our equal opportunities and anti – discrimination policy, our equal opportunities objectives and our values statement.

- Our school is committed to equality both as an employer and a service-provider:
- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for all of our pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council and annual surveys.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their sex, race, disability, religion or belief; sexual orientation, gender reassignment, their marital or civil partnership status; being pregnant or having recently had a baby.
- We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.
- Palatine meets the diverse needs of its pupil population and makes advances in all aspects of equality through its focus on:
 - Securing and maintaining excellent teaching, learning and assessment for all pupils
 - ‘Narrowing any gaps’ in achievement identified within school and in comparison to local and national benchmarks
 - Ensuring pupils are free from bullying in all its manifestations including all types of prejudice-based bullying
 - Dealing effectively and consistently with pupil behaviour leading to self-management and reducing impact on learning

- Building a cohesive school community where all pupils thrive.

Part 1: Information about the pupil population

Number of pupils on roll at the school: 152

Information on pupils by protected characteristics. The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment

Disability

All pupils attending Palatine Primary School are disabled

Pupil Special Educational Needs Provision		
	Number of pupils	Percentage (%) of school population
EHCP	151	100%

Ethnicity Data						
	Number of pupils			Percentage (%) of school population		
	Boys	Girls	Total	Boys	Girls	Total
Asian or Asian British						
Bangladeshi heritage	4	0	4	2%	0	2%
Indian heritage						
Other Asian heritage	0	2	2	0	1%	1%
Pakistani heritage	2	0	2	1%	0	1%
Black or Black British						
Black African heritage	3	1	4	2%	1%	2%
Caribbean heritage						
Other heritage						
Chinese						
Mixed						
Other mixed heritage	0	2	2	0	1%	1%
White and Asian						
White and Black African						
White and Black Caribbean	1	1	2	1%	1%	1%
Any Other Ethnic Group						
White						
British heritage	90	40	130	60%	26 %	86%

Irish heritage						
Traveller of Irish heritage						
Gypsy / Romany						
Any Other White background	3	1	4	2%	1%	2%

Religion or belief				
	Boys	Girls	Total	% of school population
Buddhist	0	1	1	1%
Christian	39	21	60	40%
Hindu	1	0	1	1%
Jewish	0	0	0	0
Muslim	7	2	9	6%
Sikh	0	0	0	0
Other	1	4	5	3%
No religion	53	21	74	49%
Unknown	0	1	1	1%

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please see our policies including the equal opportunities and anti-discrimination policy if you would like further details.

Our entire school ethos and culture is about meeting the very individual needs of each pupil. Cohorts of pupils are small and statistically insignificant.

The schools progress tracking and personalised intervention process ensures every child's progress is scrutinised and any slow or halted progress acted upon immediately.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

Our complaints procedure sets out how we deal with any complaints relating to the school

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information:

There are no gaps in attainment related to pupil's physical disabilities.

The school building is fully compliant with the current DDA legislation requirements, however as not all parts of the building were purpose built to be a special school we constantly strive to keep the building well maintained to ensure we are able to continue to meet the increasingly complex medical and physical needs of all our pupils.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups. Summary information

100% of pupils from minority ethnic backgrounds made good or better progress in 2018-9.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by ethnicity termly and take actions to address any negative trends that may materialise.

Gender

We are committed to working for the equality of women and men.

Summary information:

Our pupil population is skewed towards boys with 104 of our population being boys compared to 47 girls

100% of girls made good or better progress in 2018-9.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by gender termly and take actions to address any negative trends that may materialise.

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

Teachers and seniors leaders in the school are easily accessible to all pupils and parents.

High quality information is communicated through regular newsletters, school website and managed learning environment.

Important information is shared with parents via parent mail

Home/school contact books provide daily communication for all pupils.

Regular and meaningful consultation takes place with the School Council.

Annual surveys of pupils, parents and staff are undertaken with statistical data published to the community and planned responses communicated.

Record of consultation for 2018-9

Who we consulted	Summary	Action
Parents		
Annual survey (sent home with AR)	Very positive (88% very satisfied and 12 % satisfied with) school. 48.5% of parents completed the survey.	Try to increase the take up rate in completing the survey.
Autumn term parents evening survey	Very positive views. Feedback around the ARA process especially topic books.	Topic books maintained.
Summer term parents evening survey	Very positive views and comments around progress of pupils. In response to the question how happy are you with the overall progress your child has made this year, 83% of parents responded with 5/5 (extremely happy) and 15% of parents responded with 4/5 (very happy) and 2% of parents responded with 3/5 (happy). No parents responded with unhappy or extremely unhappy	Maintain high standards
Pupils		
Student council	Last year the student council discussed, school dinner, the classroom environment and started work on the playground.	Fundraising bid in for new equipment for the back playground.
End of year evaluation – whole school	Very positive response to curriculum topics with	Maintain curriculum diversity.

End of year report contribution	enjoyment and recollection across a wide a variety of the topics covered. Clear enjoyment of the resources and provision provided in school (Forest School, Swimming, Rebound, trips).	
Staff		
Absence and wellbeing survey	Members of staff on working group Survey to all federation employees – online and paper copies in staff room, could be anonymous	Feedback used to contribute to School Improvement Plan and Professional Development strategy for 2019-20 and to continue
Professional development survey	Members of staff on working group Survey to all federation employees – online and paper copies in staff room, could be anonymous Member of TA team completed a verbal survey of 15 staff members too	Feedback used to develop our professional development system for 2019-20.
End of year evaluations	Class survey – filled in as teams Teacher email survey re weekly class evaluations and how we cover absence	Feedback provided contributed to school improvement plan 2019-20.