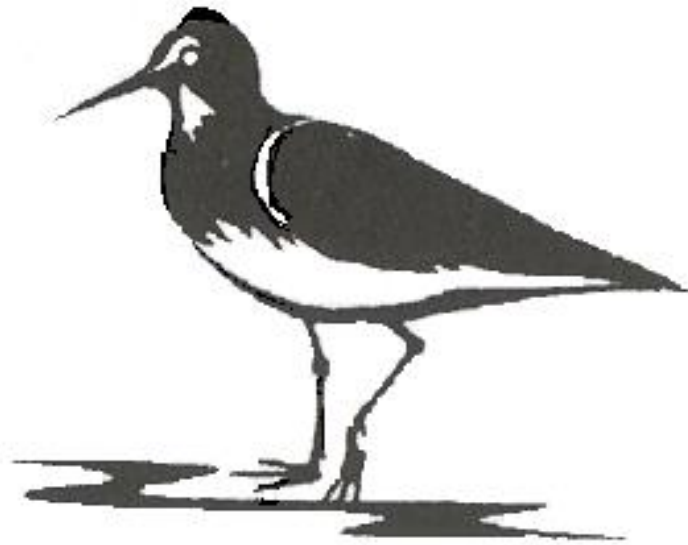


# Greenvale Primary School

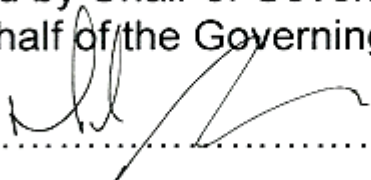


## Equalities Statement

APPENDIX 1: DISCRIMINATION-RELATED INCIDENT REPORT FORM

APPENDIX 2: MONITORING OF DISCRIMINATION RELATED INCIDENTS (TERMLY REPORT)

Signed by Chair of Governors  
on behalf of the Governing Body



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Reviewed Nov 2018  
Next Review: Nov 2019

# Greenvale Primary School's Equalities Statement

(data held in accordance with the General Data Protection Regulation (GDPR) (EU) 2016/679)

## Legal framework

- The Equality Act 2010 harmonised and replaced previous anti-discrimination legislation, including the Race Relations Act 1976, the Disability Discrimination Act 1995, the Gender Recognition Act 2004 and the Sex Discrimination Act 1975. This Equalities Statement therefore supersedes all previous school policies on disability, ethnicity and gender.
- The Equality Act 2010 combined the existing three duties into one equality duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equalities Statement summarises the school's approach in ensuring equality for all.
- Greenvale Primary School recognises and values our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
  - We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
  - We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

## Our aims are:

1. to ensure that all pupils have access to the curriculum; and
2. to advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality and community cohesion and celebrate diversity; and
3. to eliminate any discrimination, harassment or victimisation, and to ensure that no one is unfairly disadvantaged due to a protected characteristic; and
4. to undertake through our policies and actions to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

In order to achieve these aims, the school gathers information on the pupil population broken down by religion, ethnicity and gender, and special educational needs.

The school also keeps a log of racist incidents (see Appendix 1 for a sample form) and reports them to the Governing Body (see Appendix 2). It also keeps a log of other incidents of discrimination and bullying as detailed in the school's **Anti-Bullying Policy**.

The following data has been taken from our School Management System.

**Pupil Groups (as of November 2017)**

**Ethnicity**

<b><i>Ethnicity</i></b>	<b><i>Number</i></b>	<b><i>Percentage</i></b>
White British	158	75%
Indian	7	3%
Black African	5	2%
Black Caribbean	5	2%
Bangladeshi	2	1%
Other White	6	3%
Other Asian	5	2%
Other Mix	5	2%
White and Asian	5	2%
White Irish	3	2%
White and Black African	2	1%
White and Black Caribbean	5	2%
Refused	3	2%

**Religion**

<b><i>Religion</i></b>	<b><i>Number</i></b>	<b><i>Percentage</i></b>
Christian	118	55%
No religion	58	27%
Hindu	7	3%
Refused	17	7%
Muslim	9	4%
Buddhist / Other	4	2%

**Male / Female Ratio per class**

<b><i>Year Group</i></b>	<b><i>Male: Female balance</i></b>
Reception	17:13
Year 1	17:13
Year 2	19:11
Year 3	18:14
Year 4	16:12
Year 5	14:18
Year 6	16:15

## **Pupil groups and attainment (based on 2017 data)**

Each term, the school analyses pupil data to look for patterns and trends to ensure that the curriculum at the school meets the needs of pupils. As part of this process, the school gives consideration to how different groups perform against one another.

As a small school, data can be sensitive, and specific to each cohort. Following a review of data, the school is having a particular focus on outcomes for boys in literacy at both Reception and KS1.

The school is implementing a review of provision within this area to ensure that we provide boys with the best possible opportunity to attain in-line with girls.

## **Equalities objectives**

Schools are required to review the particular character of their schools in order to formulate specific objectives that will help eradicate potential inequalities.

### **These are our objectives:**

- To promote the school ethos through the shared implementation of the revised school values. Over the next year we will cover each of the school values (*Respect, Honesty, Sharing, Co-operation, Determination* and *Inspiration*) in school assemblies and within class PSHE lessons. Each class will produce a display in their classroom promoting the value focussed on by the school. We hope to see this impact positively on pupils' behaviour and performance within school.
- To narrow the gap between the attainment of boys and girls in Literacy within Reception and KS1 over the next four years.
- We wish to promote cultural development and understanding through a rich range of experiences both in and beyond the school. Over the next four years we intend to invite a number of people to speak to children in assemblies about their different cultures and faiths. We will also plan a themed week within the next year with a specific focus on this objective.

We continually review our equality objectives and report annually on progress towards achieving them.

## **A Note on the Pupil Premium Grant (PPG)**

Pupil Premium money is funding received from the local authority to cater for looked-after children or those who come from a low income household and are eligible for free school meals. The school is provided with an additional £600 per pupil which is used to provide specific intervention to ensure that no child is disadvantaged due to financial circumstances beyond their control. Information regarding how this money is spent is provided on the school website.

## APPENDIX 1: DISCRIMINATION-RELATED INCIDENT REPORT FORM (example)

School	Date of Incident	REF No:
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Perpetrator	Pupil/staff/outside person/s, including parents (Please State)		
	Ethnicity	Gender	Year Group
Victim	Pupil/staff/outside person/s, including parents (Please State)		
	Ethnicity	Gender	Year group
Victimless incident (Please tick)	Yes	No	

### Related nature of incident (Please tick or state)

Disability	Gender	Racism	Sexual orientation
Religion/belief	Pregnancy/maternity	Gender reassignment	Other – e.g) Age, Marriage, Civil Partnership

### Brief description of the incident

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### Action Taken/Victim Support

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Name	Position
Signature	Date

**APPENDIX 2**

**MONITORING OF DISCRIMINATION-RELATED INCIDENTS (TERMLY REPORT)**

Name of School:	Term:	Academic Year:
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Headteacher/Member of the SMT:	Date:
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Nil Return (please tick)

Number of incidents reported (Please use standard ethnicity codes)									Victimless incident		Type and nature of Incident Reported (Disability = DIS. Gender reassignment = GEA Racism = RAC. Sexual Orientation = SEO Religion/belief = REL. Pregnancy/maternity = PRM Gender = GEN. Age = AGE. Marriage/Civil Partnership = MCP)								
Ref no. from incident report form	Victim				Perpetrator						Yes	No	Type of incident	Physical assault	Name calling	Graffiti	Offensive badges	Literature	Incitement of others
	Gender	Ethnicity Code	Year Group	Adult/ Staff	Gender	Ethnicity Code	Year Group	Adult/ Staff											

Did any of these incidents occur outside school premises?    Yes     No

If yes, please state how many:

Please send a copy of this report to Andrew Charman ([andrew.charman@croydon.gov.uk](mailto:andrew.charman@croydon.gov.uk)) by the first week of the following term. **Please retain a copy of the report for your records.**