



**Petersfield Church of England
equality and community**

**(Aided) School policy statement on
cohesion**

Our school is committed to equality and we are determined to comply with the non-discrimination provisions both as an employer and a service-provider. We carry out our day to day work through our embedded aims:

- 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 some 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.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

Our school works hard to foster good relations across all characteristics; between people who share a protected characteristic and people who do not. We can demonstrate that we do this as an integral part of our school ethos through our school policies, aspects of the curriculum which promote tolerance and friendship, or which share understanding of a range of religions or cultures, the behaviour and anti-bullying policies, assemblies dealing with relevant issues, involvement with the local communities, twinning arrangements with other schools which enable pupils to meet and exchange experiences with children from different backgrounds, or initiatives to deal with tensions between different groups of pupils.

We welcome the emphasis in the Ofsted Inspection Framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for Free School Meals
- pupils who are disabled, or who are in the process of being diagnosed as disabled
- pupils who have Special Educational Needs
- boys in certain subjects, and girls in certain other subjects.
- vulnerable pupils, including those where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

Number on Roll and Age:

115 children between five classes

Ash Class: 28, Yr Reception – 22, Yr1 – 6

Elm Class: 24, Yr1 – 11, Yr2 – 13

Pine Class: 22, Yr 3-15, Yr4-7

Rowan Class: 23, Yr 4- 5, Yr5-18

Yew Class: 19 Yr6

The school is below national average school size (National average in 2017 was 275 pupils on roll). The previous three year trend shows a slightly decreasing school population. The school population is 115 pupils on roll. Stability remains slightly lower than National for the third year having been above National in 2014.

The staff profile is not representative of any age group more than another. There is a spread of ages from those commencing their professional lives, to those much further on in their careers. The school currently has a number of job share positions.

Disability

Petersfield makes individual provision for pupils and staff with a physical disability, hearing or visual impairment. The number of individuals (as with many of the statistics for Petersfield below), is not published as the number is below ten and therefore individuals could be identified. An accessible disabled toilet is available and used by pupils with short term medical needs. There is a disabled parking space and our single level building accommodates people with disabilities. The school's percentage of SEND pupils (14%) is above the National statistics. The school's number of pupils with an ECHP statement is slightly below the 2016 National figure. (Source: RaiseOnline 2016 report).

Gender reassignment

No data is collated by the school about gender reassignment for the pupil or staff population.

Ethnicity

The school population is predominantly white British, with 7% of pupils from different ethnic backgrounds which currently include: Any other Mixed Background, Not White British, White and Asian, White and Black African and Any Other White British. There are fewer ethnic minority groups than National figures (National 31.6% school 7%). The school completes a termly Pride Return in line with the school policy on reporting racist incidents. (Source: RaiseOnline 2016 report).

First Language

The school population predominantly speak English as a first language with 4% having a first language that is not English, compared to the National figure of 20.1%. This is historically the case as well. With such small numbers, it is statistically invalid to draw any conclusions about attainment and to do so would make the children identifiable. (Source: RaiseOnline 2016 report).

Religion or belief

Most of the school population identifies their beliefs as Christian (57%), with a small number who chose to withhold this information (7%), 33% state no religion, 3% state other. With such small numbers, it is statistically invalid to draw any conclusions about attainment and to do so would make the children identifiable. (SIMS 2018)

Gender

In September 2018 the school population has 14% more boys than girls, with the biggest difference being in Year 5, where there are 10 boys to 4 girls. There are more girls in Year R and 6.

Reception G=13 B=9
Year 1 G=7 B=10
Year 2 G=3 B= 10
Year 3 G=8 B=7
Year 4 G=5 B=7
Year 5 G=4 B=14
Year 6 G=11 B=8
Total G =44% B= 56%

The staff population (including site, office, support and kitchen staff) is significantly more female than male.

There have been no exclusions since the start of this academic year. Behaviour monitoring indicates that a disproportionate percentage of behaviour incidents involve boys.

There are some variations in gender attainment in some subjects in some parts of the school, but the gender balance must also be taken into account when analysing trends. In order to tackle differences in attainment, gender attainment is rigorously tracked term by term in each subject. Each teacher is responsible for identifying what are the barriers to achievement and then to plan to overcome those barriers. (Sources: Target Tracker data 2017 and teacher analysis)

Sexual orientation

No data about the sexual orientation of pupils, parents or staff is required by the school. Were it to be communicated to the school, it would be recorded in the individual's file.

Marriage and civil partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded in the individual's electronic and paper file. Any changes to contact details are recorded on the pupil's electronic and paper file. Any data available is used as names given for home contact and to inform staff about whether letters home or reports are to be duplicated and sent to two addresses.(Source: school admin procedures)

Pregnancy and maternity

There are currently no members of staff on maternity or paternity leave. The school has developed policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting.

Free School Meals (FSM) and Deprivation Indicators

The school has significantly fewer pupils that qualify for FSMs than National. However this number has fluctuated over the last 3 years. The school deprivation figure is significantly lower than National, and has remained broadly the same for the past three years.

The figures below are drawn from the 2011 Census and as such may not reflect our current school population. The data indicates that the Orwell ward has a higher percentage of adult higher education, as well as significantly higher percentage of high social class households. The percentage of minority ethnic children in the ward is significantly lower than national figures. The percentage of over-crowded homes is significantly lower the national figures. (Sources: 2011 census)

Vulnerable groups

There are currently no looked after children on roll.

Bullying and discrimination

The school has an anti-bullying policy and this is supported by an annual focus during anti-bullying month in November. The school also conducts annual pupil questionnaires to gauge how the pupils feel about bullying in school and how we deal with it. The pupils also have regular PSHE lessons which focus on these issues, and can discuss them during circle time. Our behaviour policy stipulates what to do and there are rigorous procedures in place. Most of the issues relate to friendship and conflict. We have also been recording the nature of incidents so that we can identify any trends more effectively. (Sources: Headteacher's analysis of behaviour log and incidents)

The review was discussed at FGB in September 2018. The objectives are drawn directly from our School Development plan which prioritises addressing any disparities in the attainment and progress of different groups of pupils.

Equality Objectives

To diminish the difference in the attainment and progress gap between:

1. Free School Meals and Non FSM pupils
2. Pupil Premium and Non Pupil Premium pupils
3. SEND and non SEND pupils
4. Boys and Girls

Equalities Review September 2018

The next review is due in 2019.