



**Kensington Avenue Primary School**

**Equalities Duty Information January 2020**

## Part 1: Information about the pupil population

Ethnicity	Total
Any other Asian background	71
Any other Black background	36
Any other White background	97
Any other ethnic group	4
Any other mixed background	37
Bangladeshi	21
Black - African	80
Black Caribbean	51
Chinese	3
Gypsy/Roma	2
Indian	28
Pakistani	89
Refused	1
Roma	1
White - British	43
White and Asian	8
White and Black African	7
White and Black Caribbean	12
Not specified	3

Boys	Girls	Total
287	298	585

Language	Totals
Akan/Twi-Fante	2
Akan (Twi/Asante)	1
Albanian/Shqip	1
Amharic	2
Arabic	4
Bengali	9
Bengali (Any Other)	2
Bulgarian	4
Chinese	3
Chichewa/Nyanja	1
Ebira	1
English	322
Esan/Ishan	1
French	3
Greek	1
Gujarati	8

<b>Hungarian</b>	<b>1</b>
<b>Hindi</b>	<b>2</b>
<b>Italian</b>	<b>2</b>
<b>Konkani</b>	<b>2</b>
<b>Kurdish</b>	<b>3</b>
<b>Luganda</b>	<b>1</b>
<b>Lingala</b>	<b>1</b>
<b>Lithuanian</b>	<b>1</b>
<b>Moore/Mossi</b>	<b>1</b>
<b>Nepali</b>	<b>2</b>
<b>Other Language</b>	<b>1</b>
<b>Pashto/Pakhto</b>	<b>20</b>
<b>Panjabi</b>	<b>7</b>
<b>Polish</b>	<b>34</b>
<b>Portuguese</b>	<b>21</b>
<b>Portuguese (Brazil)</b>	<b>2</b>
<b>Persian/Farsi</b>	<b>6</b>
<b>Farsi/Persian (Any Other)</b>	<b>5</b>
<b>Dari Persian</b>	<b>3</b>
<b>Romani (International)</b>	<b>1</b>
<b>Romanian</b>	<b>12</b>
<b>Romanian (Romania)</b>	<b>1</b>
<b>Slovak</b>	<b>1</b>
<b>Sindhi</b>	<b>2</b>
<b>Somali</b>	<b>10</b>
<b>Spanish</b>	<b>13</b>
<b>Siraiki</b>	<b>1</b>
<b>Tamil</b>	<b>1</b>
<b>Filipino</b>	<b>1</b>
<b>Tagalog</b>	<b>1</b>
<b>Turkish</b>	<b>2</b>
<b>Urdu</b>	<b>56</b>
<b>Uzbek</b>	<b>2</b>
<b>Yoruba</b>	<b>1</b>

## 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

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Pupil Special Educational Need (SEN) Provision			
SEN Support		45	7.7%
EHCP		27	4.6%
<b>Grand Total</b>		<b>72</b>	<b>12.3%</b>

Religion and Belief	Totals
Christian	149
Hindu	20
Muslim	218
No Religion	92
Other Religion	27
Refused	3
Roman Catholic	63
Sikh	2

### Information on other groups of pupils

OfSTED inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

English as Additional Language	Number of Pupils	Percentage of Total School Population
Total	263	45.0%

Free School Meals	Number of Pupils	Percentage of Total School Population
Total	129	22.0%

### Looked after children

As these numbers are typically very low, the school feels it would be inappropriate to publish this information.

### Young carers

As these numbers are typically very low, the school feels it would be inappropriate to publish this information.

## **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 we do in school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and carers to meet our duties under the Equality Act 2010.

### **We eliminate unlawful discrimination by:**

- Adoption of the single Equality, Diversity and Community Cohesion Policy  
Our Positive behaviour Policy and Anti-Bullying Statement ensure all children feel safe at school and address prejudicial bullying
- Recording, responding to and monitoring racist incidents  
Regularly monitoring the curriculum to ensure these learning opportunities across the curriculum are in place to promote respect for diversity and challenge negative stereotyping
- Teaching styles and expectations giving equal entitlement to success
- Tracking and comparative analysis of the progress of groups of pupils to ensure that they are achieving in line with their capabilities
- Ensuring all pupils have the opportunity to access extra-curricular provision, school council, after school clubs etc.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

### **Advance equality of opportunity by:**

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of all parents and pupils in school development, e.g. through parent and pupil surveys.
- Listening to parents and carers at: parent-teacher meetings; feedback about home learning; comments in home-link books; parents' suggestion box; open door policy.
- Listening to pupils in school council.

### **Foster good relations and community cohesion by:**

- Forging links with other schools nationally and internationally.
- Ensuring Equality and diversity is embedded in the curriculum and in collective worship
- Creating opportunities for links within the local community.

### **What has been the impact of our activities? What do we plan to do next?**

- Appropriate learning opportunities experienced by the children
- Collective worship provides opportunities to reflect on issues of Equality
- Learning resources all checked and appropriate resources acquired.
- All children have equality of opportunity and experiences
- Teaching and learning ensures inclusive practices providing equal opportunities for all groups of children
- Children with a disability or identified needs receive appropriate support and make expected progress.
- Tracking monitors all groups and appropriate action is taken as necessary
- Any case of discrimination is dealt with appropriately in accordance with school policy
- Governors play an active role in ensuring policies provide equality of opportunity
- Parents and carers views are taken into account by the school when formulating policy
- Views of parents, carers and pupils are used to shape the further development of the school
- All children and adults with a disability have equality of opportunity and experience a sense of belonging
- All children have the opportunity of being elected to school council and the Eco committee, and undertaking responsibilities within their classes.

- Through the LA school partnerships the school will further engage with its link schools and has plans to take groups of pupils to visit the schools to engage with pupils in their school environment and to offer a reciprocal arrangement.
- The school will seek parents and carers views on how it deals with Equality of opportunity at school, and any concerns about bullying and behaviour.
- The school will seek to encourage greater parent participation in events.

### Part 3: Consultation and Engagement

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

#### Our main activities for consulting and engaging are:

- parent and carer, and pupil surveys
- surveys for staff
- open door policy
- school newsletters
- school council
- parents evenings
- school website and Twitter account
- Learn With Us sessions are held regularly to engage parents with aspects of the curriculum
- Coffee Mornings are held by the Parent Liaison worker
- Parent texts

Record of consultation	Who we consulted	Summary	Action Taken
04/2017	Parents and Carers & Pupils	Satisfaction Survey	Information indicated that parents would like more information on how we keep pupils safe online.
9/2017 & ongoing	Parent and carers, pupils and staff	School Council	Reviewed meal provider
2/2018	Pan Reduction	Parents	Pan Reduction for Year 2026
6/2018	Academisation Proposal	Coffee morning, staff meetings, letters.	
12/2019	Parents and carers	Consultation on the curriculum including statutory Relationships Education.	Parent/carers workshops to share curriculum intent and resources that may be used

#### Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
5/2017	Review our homework policy	Access to ICT	Policy Reviewed
7/2017	Bid for Nurture Space	Provision for pupils with emotional needs	Nurture provision & training
9/2017	ELP Playground improvements	Resources & accessibility of area	Astro turf area
9/2018	Ways school works with parents & families	Communication methods, location of activities	More information
12/2018	Move to join MAT	Views of parents	MAT
12/2019	Consultation on the school curriculum and the statutory Relationships education.	Views of parents	Parent/carer workshops
01/2020	Opportunity for parents/ carers to meet together with the Parent Liaison Worker	Views of parents with children in the ELP	Chill and Chat established

#### Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives. Full information is to be found in the 2018 Accessibility Plan.

For more information please contact:

Mrs L Allen by email: [office@kaps.croydon.sch.uk](mailto:office@kaps.croydon.sch.uk) telephone: 020 8764 2923 or via the Contact Page on the website: <http://www.kensingtonavenueprimary.co.uk>