



Single Equalities Duty

Equality information and objectives

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Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Winton School:

- We work to ensure that everyone is treated fairly and respectfully
- We make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)
- To publish information from September 2012 about how we have used Pupil Premium funding to improve provision for pupils from low income households

We also welcome Islington Council's commitment to considering people on low incomes when making decisions about how it exercises its functions under the Equality Act, and the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving, including pupils from low income families. We have therefore decided to include our pupils on low incomes as a group when considering our promotion of Equality.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do
- Publish information about how we spend Pupil Premium funding for pupils from low income families.

Information about the pupil population

Total Number of pupils on roll at the school: 208

Group	No. of Pupils	% Boys / Girls
1	36	61.1 / 38.9
2	17	47.1 / 52.9
3	30	53.3 / 46.7
4	21	42.9 / 57.1
5	24	54.2 / 45.8
6	25	60.0 / 40.0
All	153	54.2 / 45.8

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.'

There are pupils at our school with different types of disabilities and these include:

- Diagnosis of autistic spectrum disorder
- Physical/medical disabilities
- Visual impairment

Ethnicity

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Black - Somali	19	14	21.6
Bangladeshi	21	24	29.4
Asian and Chinese	0	1	0.7
Black - Ghanaian	1	1	1.3
Other Black African	2	5	4.6
Turkish	7	4	7.2
Afghan	2	0	1.3
Other Pakistani	1	0	0.7
Other Mixed Background	2	0	1.3
Black Caribbean	6	2	5.2
Asian and Black	1	1	1.3
White - English	3	6	5.9
White and Black African	1	1	1.3
White and Black Caribbean	3	1	2.6
Black - Sudanese	1	0	0.7
Black and Any Other Ethnic Group	2	4	3.9
Indian	1	2	2.0
Moroccan	0	1	0.7
White European	1	0	0.7
Turkish Cypriot	1	0	0.7
White and Any Other Ethnic Group	2	0	1.3
Black - Nigerian	0	1	0.7
White Other	1	0	0.7
Italian	0	1	0.7
Latin / South / Central American	2	1	2.0
Other White British	1	0	0.7
Chinese	1	0	0.7
Malaysian Chinese	1	0	0.7
All	83	70	100.0

Pregnancy and maternity

	Number of pupils
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Pupils who are pregnant	0
Pupils who have recently given birth	0

Sensitive information on some pupils with protected characteristics

Some information in relationship to protected characteristics we regard as sensitive. This includes

- Their sexual identity and orientation. Their gender identity (they have reassigned or plan to reassign their gender)

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

Information about other groups of pupils

Ofsted inspections of schools will 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 provide further information on the following groups of pupils:

Pupils from low income households

In addition to the 'protected characteristics' identified by the Equality Act, we are obliged to publish how we spend Pupil Premium funding for pupils from low income families. Islington Council is also committed to considering people on low incomes when making decisions about how it exercises its functions under the Equality Act. We have therefore decided to include our pupils on low incomes as a group when considering our promotion of Equality. For a comprehensive explanation of how this group of pupils have been targeted please refer to the Pupil Premium statement on our website.

Group	No. of Pupils	% of Pupils with Free School Meals
1	36	47.2
2	17	64.7
3	30	53.3
4	21	61.9
5	24	58.3
6	25	80.0
All	153	59.5

See pupil premium policy and report for more details.

Pupils with Special Educational Needs & Disabilities (SEND)

Whole School

No of Pupils on Roll	% Pupils with SEND	% Pupils at School Action	% Pupils at School Action+	% Pupils with Statement
208	23.07% (48 pupils)	66% (33 pupils)	24% (12 pupils)	6% (3 pupils)

Break down of Pupils with SEND by type

No Pupils on SEND Register	% Pupils BESD	% Pupils SLCN	% Pupils SLD	% Pupils MLD	% Pupils PD	% Pupils VI	% Pupils HI	% Pupils SpLD
48 (23.07% of school roll)	36%	48%	4%	2%	4%	2%	4%	28%

Pupil with English as an additional language (EAL)

Group	% First language not English *
1	66.7
2	82.4
3	76.7
4	71.4
5	70.8
6	72.0
All	72.5

Looked after children

3

Young carers

0

Other vulnerable groups

A number of our pupils and families also receive support from children's social care. We work with social services and numerous other agencies in order to ensure the best possible multi-agency support for these families.

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 in the school.

Eliminating discrimination

We are committed to working for the equality of all our pupils. To meet our duty we must have due regard for the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act.

Winton is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in the life of the school.

The achievement of pupils will be monitored by race, gender, SEND and FSM and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Winton we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

In our teaching we aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and SEND and FSM and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and SEND and FSM, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and

ensure any discrepancies are identified and dealt with.

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Disability

Summary Information:

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by ensuring that all children with disabilities are fully integrated into the school, through planning and adult support.

Foster good relations and community cohesion by having a responsibility to cater for children with a variety of needs. Any form of effective intervention must be based on positive relationships, built on mutual respect. Within each of our classes we have children with a wide variety of needs including specific learning difficulties, physical disabilities, emotional or behavioural difficulties. Our curriculum promotes tolerance and friendship and our assemblies also deal with relevant issues and initiatives to support and promote effective relationships. The school works closely with key agencies to support the achievement of all these children.

What has been the impact of or activities?

Very low Harassment return numbers to the local authority over time.
Significant reduction in the number of fixed term exclusions.
Significant reduction in the incidences of poor behaviour at lunchtime.
Sustained improvement in pupil outcomes for all groups of learners.

Ethnicity and Race

Summary information:

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to advance equality of opportunity through promoting the achievement of all groups:

This includes monitoring the attainment of many different groups to ensure that all students perform well. These strategies include

- Tracking data
- Attendance monitoring
- Target Setting
- Planning targeted towards key groups, where appropriate
- Performance Management targets related to key groups, where appropriate

Religion and belief

Our school ethos reflects the schools celebration of different cultures and religious diversity.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

We aim to advance equality of opportunity by ensuring that children of all faiths or no faith contribute to lessons and have opportunities to share their ideas and beliefs.

Major religious festivals from all major faiths are recognised and celebrated either in assemblies or as part of our curriculum.

We aim to foster good relations and community cohesion by

- Visiting places of worship from a range of religions including those in the local area.
- Inviting parents to talk about and share their religious beliefs and practices in RE lessons.

What has been the impact of our activities?

Children of all religious beliefs feel welcome and safe at the school and parents are confident for their children to attend the school. Children are respectful to children of different religious beliefs to their own and are able to articulate and celebrate their differences.

Consultation and engagement

We aim to continue to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn

about the impact of our policies, develop our equality objectives and further improve what we do.

Our main activities for consulting and engaging involve having:

- Feedback from the parent questionnaires.
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the pupil voice, and whole school surveys on children's attitudes to self and school
- Feedback at governing body meetings.
- Senior staff being visible daily in public and communal areas
- Class assemblies
- Policy sharing
- proactive collaboration

Equality issues are taken into consideration when agreeing any school policy

Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective (Set from July 2013)	<i>Progress we are making on this objective (interim review: Summer 2015)</i>
1. To ensure pupils with SEN, particularly those at school action, make comparable progress to other pupils in Maths.	<i>SEN pupils currently making consistently good progress, broadly in line with other pupils.</i>
2. To improve / sustain improvements in attendance and to ensure levels of attendance for all ethnic groups is at least 95%.	<i>Almost all groups attendance 95% or above. No significant disparities. No disparities larger than national.</i>
3. To continue to 'close the gap' to the national average for all pupils, including disadvantaged pupils. In 2013 to ensure attainment in Reading at L4 exceeds national average.	<i>In 2013 and 2014 achievement of disadvantaged pupils was better than national average and broadly comparable to that of other pupils at the school.</i>

The Plan has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Equality Plan annually.