



TWO RIVERS
HIGH SCHOOL



Public Sector Equality Duty

Two Rivers School

Implementation date: February 2016

Review date: Spring 2020

Next Review: Spring 2021

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 a 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, governors, staff and through the 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; 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.

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.

We welcome the emphasis in the OFSTED 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.
- Pupils who have special educational needs.
- Pupils who have English as an additional language.
- Pupils who are in Local Authority Care.

The school has a series of policies that support this Equality Statement. 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.
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

At Two Rivers School we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. We have a series of policies and procedures in place to support us with this. These include:

- Behaviour Policy
- Anti-bullying Policy
- Accessibility Plan
- Safeguarding Policy
- Code of Conduct
- E-Safety
- Social Media

These policies are available on the school website.

The termly Headteacher's report to the Local Governing Board includes an update on the number of exclusions that may have occurred and the number of children currently on roll. All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly as recommended by the Department for Education.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

At our school, careful analysis of performance/attainment data is used to identify different groups within our school community. We are able to make comparisons and identify any group/individual that may be achieving less well than others. We build in strategies to address such issues and these are included in both individual Pupil Progress Reviews, assessment and the School Development Plan (SDP). The SDP is reviewed annually and action plans developed accordingly. At our school we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

- Foster good relations between people who share a protected characteristic and people who do not share it.

Everyone in the school community is treated with respect and kindness. This is extended to our parents, the local community and any visitors.

- We offer a broad and balanced curriculum which reflects our own community and has a more global perspective.
- Strong Citizenship and PSHE Curriculum.
- School and class assemblies.
- Strong links with the local community.
- Strong links with other local schools.
- Strong commitment to SMSC and promotion of British Values.

OUR SCHOOL COMMUNITY

There are currently 130 pupils on roll in our Nursery and Primary setting -26% are girls and 74% are boys.

There are currently 177 pupils on roll in our High School setting. - 33% are girls and 66% are boys.

Ethnicity

The main ethnic groups at High School, Nursery and Primary School are as follows;

% of Nursery/Primary		% of High school	
White British	92%	White British	91%
Other White	2.3%	Other White	2.8%
Black/White Caribbean	3%	Black/White Caribbean	1.7%
Any other ethnic group	0.7%	White Asian	0.6%
Chinese	0%	Chinese	1.1%
Pakistani	0.7%	Pakistani	0%
Black Caribbean	0.7%	Black Caribbean	0.6%
White/Black African	0%	White/Black African	0.6%
Any other Asian	0%	Any other Asian	0.6%
Any other mixed background	0.7%	Any other mixed background	0.6%

Learners with Special Educational Needs

100% of our students have a Statement/EHC Plan for SEN

Entitlement to Pupil Premium Funding

35% of Primary and 45% of High School pupils are entitled to Pupil Premium Funding.

Disability

	Primary School							
	Year	Rec	1	2	3	4	5	6
Autistic Spectrum Disorder		1	3	9	14	8	8	10
Moderate Learning Difficulty		-	-	1	1	1	3	1
Other Difficulty/Disability		3	2	-	-	-	-	-
Physical Disability		-	-	-	-	1	-	-
Profound & Multiple Learning Difficulty		-	-	1	-	-	4	1
Severe Learning Difficulty		-	4	7	5	5	6	7
Social, Emotional and Mental Health		-	1	-	1	1	2	-
Specific Learning Difficulty		-	-	-	-	-	-	-
Speech, Language or Communication Need		3	6	2	3	1	2	2

	High School								
	Year	7	8	9	10	11	12	13	14
Autistic Spectrum Disorder		18	2	7	11	5	7	4	4
Moderate Learning Difficulty			3	1	8	4	2	4	2
Other Difficulty/Disability			1					1	
Physical Disability		1	1	1	1		1		
Profound & Multiple Learning Difficulty				1	1				
Severe Learning Difficulty		3	14	8	6	11	7	7	6
Social, Emotional and Mental Health		2	1		1		1		
Specific Learning Difficulty		1					1		
Speech, Language or Communication Need		5	3	2	3	2	1	1	

Local Authority Care

We have 3 pupils at Primary and 4 at High School under the care of the LA.

PUBLIC SECTOR EQUALITY DUTY OBJECTIVE

The main area of focus will be SMSC where the priority will be to provide a broad and balanced curriculum which supports opportunities for the pupils' Spiritual, Moral, Social and Cultural development. An audit will be conducted to identify key areas for development.