

Chester Park Federation



Public Sector Equality Duty (PSED) Policy

Date of Policy:	September 2024
Responsibility:	Governing Body
Review date:	July 2025 (with objectives action plan every 3 years)
Consultation:	This policy was developed, in consultation with staff and governors, following best practice advice from 'The key' as well as ensuring compliance with DfE guidance for schools.
It is the aim of Chester Park Infant and Junior Schools to develop policies and procedures which support the Federation vision of: Positive – Resilient - Meaningful	

CONTENTS

1. Aims
2. Legislation and Guidance
3. Roles and responsibilities
4. Eliminating and tackling discrimination
5. Advancing Equality of Opportunity
6. Fostering good relations
7. Equality considerations in decision making
8. Equality Objectives
9. Review of progress and Impact
10. Links with other policies

Appendix A Equalities Plan

Appendix B Characteristics of the Federation

Appendix C Background Information and Guidance

Appendix D Flow Chart of Response

1. Aims

Chester Park Infant School and Chester Park Junior School are committed to:

- Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations and promoting positive attitudes across all characteristic between people who share a protected characteristic and people who do not share it

2. Legislation and Guidance

- The Equality Act 2010 which introduced the public sector duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document follows the Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and Responsibilities

The Governing Body at Chester Park Federation will:

- Ensure the development of the development of this policy, plan and actions within it have been informed by the input of staff, pupils and parents/carers.
- Ensure the equality information and objectives set out in this policy are published and communicated throughout the federation, including to staff, parent/carers and pupils
- Ensure the published equality information is updated at least annually and that the objectives are updated at least every 4 years
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Meet with the Headteacher and any other relevant staff members to discuss and review the progress we are making towards our equalities targets on a regular basis, not less than three times a year, with regards to the protected characteristics identified under the Equality Act:
 - Race
 - Sex
 - Age
 - Disability
 - Religion and belief
 - Gender re-assignment
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Sexual orientation

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify and staffing needs, and deliver training as necessary.

All school staff are expected to have regard to this document and work to achieve the objectives.

4. Eliminating and tackling discrimination

- Harassment under any of the protected characteristics or any other human difference is unacceptable and is not tolerated within the school environment.
- All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge discrimination; and to support the full range of diverse needs according to a pupil's individual circumstances.
- Discriminatory incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to senior leaders when necessary. All incidents are reported to the Deputy Headteacher or Headteacher and reports provided to the Governing Body regularly.

What is a discriminatory incident?

- Harassment on grounds of race, gender, disability, sexual orientation, any other protected characteristic or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti
- A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'

Types of discriminatory incident

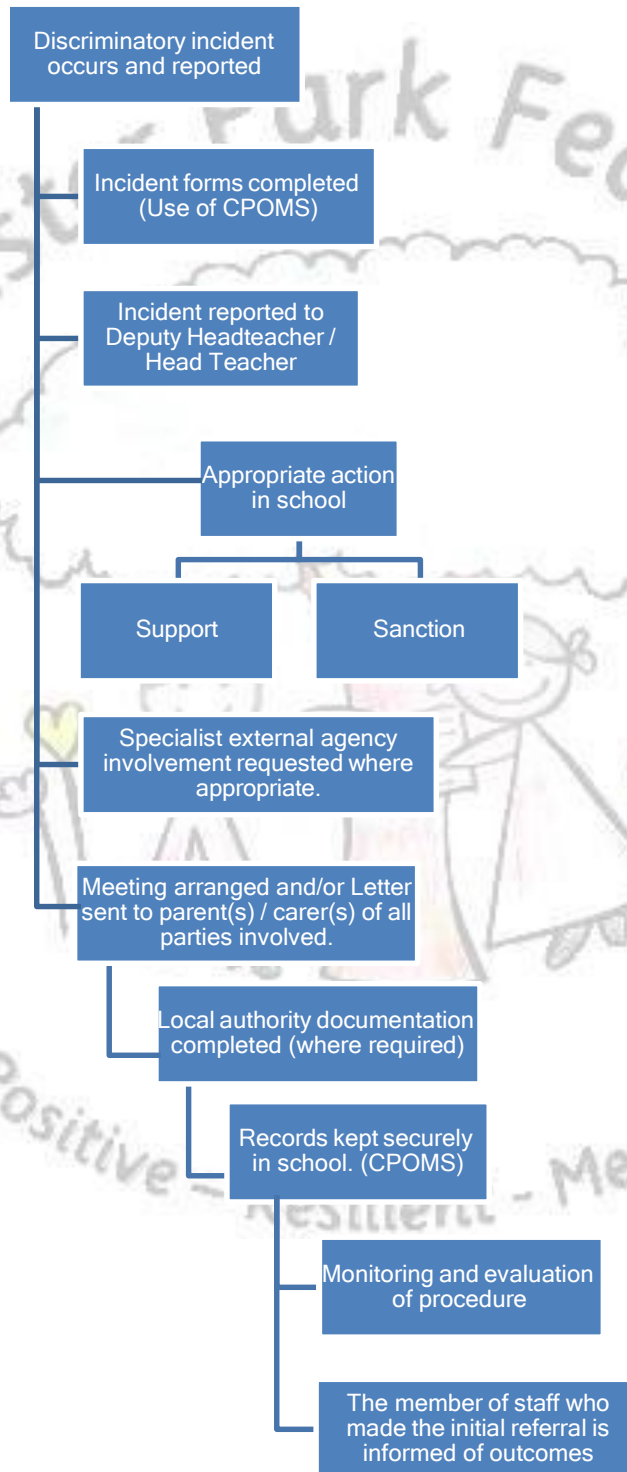
Types of discriminatory incidents that can occur may include:

- Physical assault against a person or group because of their colour, race, age, nationality, disability, sexual orientation, pregnancy or maternity, marriage or civil partnership, gender or gender reassignment
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference eg food, music, religion, dress etc
- Refusal to co-operate with other people of protected characteristics

Responding to & reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the federation.

Federation procedure following discriminatory incidents (More detailed flowchart in appendix)



5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the federation aims to advance the equality of opportunity by:

- Removing or minimising disadvantages suffered by people connected to protected characteristic
- Taking steps to meet the particular needs of pupils who have a protected characteristic
- Encouraging people who have a particular characteristic to fully participate in the full range of school activities.

In fulfilling this aspect of the duty, the federation will:

- Collate attainment data at least 3 times an academic year showing how pupils with different characteristics are achieving
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish information
- Ensure evidence is available identifying improvements for specific groups where issues have been identified
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect pupils.

6. Fostering Good relations

Through the teaching and learning plans the federation aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through difference aspects of the curriculum
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers into such assemblies
- Working with our local community, including inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community
- EDI Coffee Mornings to invite parents into school, share their ideas, opinions and support wider community
- Celebrations including Black History Month, Diwali, Christmas and Eid.
- Encouraging and implementing initiatives to deal with potential tensions between different groups within the federation, eg. School Council. All pupils are encouraged to participate in school activities. We also work with parents/carers to promote knowledge and understanding of different cultures
- Belonging Week focus culminating in Belonging Picnic to celebrate our local community and cultures across our Federation
- We have developed links with people and groups with specialist knowledge and particular characteristics, to support and develop our approach.

7. Equality considerations in decision making

- The federation will always consider the impact of significant decisions on particular groups.
- When planning an educational visit the staff must consider whether the visit:
 - Is during any religious holidays
 - Is accessible to pupils with disabilities
 - Has appropriate facilities for all genders

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment and is stored with the risk assessment.

8. Equality objectives (See Appendix A)

Based on the character analysis, we have identified the following objectives as key areas for development.

1. To further raise the attainment of those children entitled to allocated funds for Disadvantaged Pupils (previously Pupil Premium), in reading, writing and mathematics and to continue to strive for outstanding progress throughout the school
2. To further raise the attainment of SEND pupils in reading, writing and mathematics and to improve the quality of provision and outcomes for this group throughout the school
3. To further embed the principles of inclusion across both settings and to target the emotional and pastoral support for pupils in order for them to fully access school and make at least the same progress as their peers (this will also impact by reducing the proportion of pupils at risk of exclusion). To ensure the curriculum is inclusive and resourcing is representative of our community.

9. Review of progress & impact

- The Equality Plan has been agreed by the Governing Body. The federation has a rolling programme for reviewing policies and their impact. In line with legislative requirements, the school will review progress against the Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.
- The schools will make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, the school regularly monitors achievement by race, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Risk Assessment Policy
- SEND Policy
- PSHE Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Statement

September 2024

Appendix A – Action plan

Appendix B - Characteristics

Appendix C - Background Information and Guidance

Appendix D - Detailed Flow Chart of response

Positive – Resilient - Meaningful

APPENDIX A – ACTION PLAN

Equality Characteristic	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
All	Monitor and analyse pupil achievement by race, gender, Disadvantaged Learners and disability and act on any trends or patterns in the data that require additional support for pupils to narrow the gap	Achievement data analysed by race, gender and disability	Head Deputy Heads Behaviour and Inclusion Leads Class Teachers Subject Leaders	Ongoing and in line with Monitoring and Evaluation cycle and Pupil Progress Reviews	Analysis of teacher assessments, annual data and ASP demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Increase in pupils' participation, confidence and achievement levels School Council evidence	Subject Leaders Inclusion Leaders	Ongoing to correspond with changing curriculum in line with national trends	Increase in engagement and confidence of targeted groups Increase of representation of our community within the planned curriculum and books used
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and race	Increase in pupil awareness, understanding and positive feedback	Assistant Heads Inclusion Leaders Display Lead	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school eg through involvement in the School Council, assemblies, fund raising etc	School council representation monitored by race, gender, disability	Assistant Heads Inclusion Leaders	Ongoing	More diversity in school council membership
All	Anti-Bullying Week	Reporting procedures	All Staff	Term 2 every year	Pupils feel safe in school

Equality Characteristic	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
				Review in Term 5	Pupils feel confident in being able to report bullying

All	Awareness and ability to be proactive increased by relying less on pupils coming forward to staff through development of peer mentors/ Playground Buddies	Pupil Conferencing Peer Mentor Monitoring	Deputy Heads Pastoral leads	Ongoing	Playground Buddies in place to support pupils Nurture support Assemblies held with themes such as 'Be Safe'
All	Development of Nurture and positive approaches to inclusion	Use of evaluation of developmental social interaction (Thrive/ Boxall Profiling) Development of ELSA model	All Staff	Ongoing	Reduced number of pupils at risk of FTE Introduction of Woodlands and redevelopment of Oak and Ducklings.
Race	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body at each FGB.	Use the data, in conjunction with pupil conferencing / peer mentor data, to assess the impact of the school's response to incidents	Head Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents
Religion and Belief	Facilities are made for a quiet withdrawal area for pupils during Ramadan	Pupil Conferencing	All Staff	During Ramadan	Area set aside for quiet withdrawal space
All	Review anti-bullying policy	Staff review, Full Governing Body review	All Stakeholders	January every year	Pupils aware of policy and sanctions etc
Race	An aspect of Black History is explored by each Year group during a designated week	Celebration assembly held to share learning	Inclusion Leader	October each Year	Celebration work shared on the website. Sharing in assembly and invitation for parents to join classes to celebrate learning.
Sex	Sex related bullying – All cases to be monitored and dealt with in line with the anti-bullying policy	Incident reporting monitored	Deputy Heads	Annually in July	
All	Staff profile - actively seek to recruit people to the school and try to reflect the diversity of the school community in its workforce	Staff profile becomes more representative of the community we serve	Governing body	Liaison with other Bristol Schools in Columbus Review impact 2019/20	Recruitment policy and Equal Opportunities statement in recruitment documents updated to reflect the 2010 Equality Act
Disability	Disability equality training and specific	Staff training.	SENDCOs	Ongoing	Pupils are fully integrated where

Equality Characteristic	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
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	communication and mobility training for staff and pupils where necessary	Observations from Speech and Language Therapist, Occupational Therapist, Specialist staff Pupil Conferencing	Inclusion Leaders		possible in the school community Provision for disabilities in classroom environments improved where possible CPD for all staff from SARI
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Appendix B

Characteristics of the Chester Park Federation

Chester Park Infant and Chester Park Junior School are community schools serving the Fishponds area of East Bristol. The schools are not a church schools but have links with the local Church, St John's and the local Mosque (Abingdon Road Islamic Reading Room). The schools federated in September 2018 under one governing body. Both schools have the capacity for three form entry and there is automatic progression from the infant school to the junior school. The junior school has a new build completed in June 2017 and the infant school has been refurbished (completed in September 2018).

Updated characteristic reporting to Governors through the Head's Report takes place periodically.

The characteristics as reported to Governors in April 2024 are detailed below.

Positive – Resilient - Meaningful

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Rec	85	51 (60.0%)	34 (40.0%)	15 (17.6%)	15 (17.6%)	46 (54.1%)	28 (32.9%)	9 (10.6%)	6 (7.1%)	0 (0%)	3 (3.5%)	0 (0%)
Y1	72	41 (56.9%)	31 (43.1%)	19 (26.4%)	19 (26.4%)	50 (69.4%)	36 (50.0%)	5 (6.9%)	5 (6.9%)	0 (0%)	0 (0%)	1 (1.4%)
Y2	82	54 (65.9%)	28 (34.1%)	22 (26.8%)	22 (26.8%)	52 (63.4%)	37 (45.1%)	15 (18.3%)	12 (14.6%)	0 (0%)	3 (3.7%)	1 (1.2%)
All	239	146 (61.1%)	93 (38.9%)	56 (23.4%)	56 (23.4%)	148 (61.9%)	101 (42.3%)	29 (12.1%)	23 (9.6%)	0 (0%)	6 (2.5%)	2 (0.8%)

* Includes pupils with **Information Not Obtained**.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Any Other Asian Background	2	6	3.3
White and Black Caribbean	16	4	8.4
Pakistani	24	15	16.3
Bangladeshi	6	1	2.9
Any Other Mixed Background	5	6	4.6
Any Other Black Background	1	2	1.3
White - British	60	31	38.1
Black - Somali	2	4	2.5
Any Other Ethnic Group	3	3	2.5
White Eastern European	4	3	2.9
Other Black African	3	1	1.7
Indian	2	2	1.7
Black Caribbean	5	2	2.9
White Other	3	6	3.8
White Western European	3	1	1.7
Chinese	1	2	1.3
White and Asian	5	2	2.9
White and Black African	1	1	0.8
Information Not Yet Obtained	0	1	0.4
All	146	93	100.0

There are significantly more boys than girls at the infant school.

There is a higher % of pupils with SEND than the national average for the primary sector.

% of pupils with EHCP is in line with national averages

(EHCP + Top Up % = 6%)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Y3	80	39 (48.8%)	41 (51.3%)	24 (30.0%)	23 (28.8%)	47 (58.8%)	32 (40.0%)	8 (10.0%)	6 (7.5%)	0 (0%)	2 (2.5%)	2 (2.5%)
Y4	81	45 (55.6%)	36 (44.4%)	33 (40.7%)	30 (37.0%)	51 (63.0%)	43 (53.1%)	15 (18.5%)	14 (17.3%)	0 (0%)	1 (1.2%)	1 (1.2%)
Y5	60	32 (53.3%)	28 (46.7%)	27 (45.0%)	25 (41.7%)	47 (78.3%)	32 (53.3%)	9 (15.0%)	9 (15.0%)	0 (0%)	0 (0%)	1 (1.7%)
Y6	87	47 (54.0%)	40 (46.0%)	36 (41.4%)	33 (37.9%)	61 (70.1%)	36 (41.4%)	18 (20.7%)	12 (13.8%)	0 (0%)	6 (6.9%)	2 (2.3%)
All	308	163 (52.9%)	145 (47.1%)	120 (39.0%)	111 (36.0%)	206 (66.9%)	143 (46.4%)	50 (16.2%)	41 (13.3%)	0 (0%)	9 (2.9%)	6 (1.9%)

* Includes pupils with **Information Not Obtained**.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Black - Somali	6	6	3.9
White and Asian	1	4	1.6
Any Other Ethnic Group	3	5	2.6
White - British	59	43	33.1
Other Black African	5	6	3.6
Pakistani	22	37	19.2
Indian	11	9	6.5
Bangladeshi	8	0	2.6
Black Caribbean	5	5	3.2
White Eastern European	9	8	5.5
White and Black Caribbean	8	9	5.5
Any Other Mixed Background	6	8	4.5
White Western European	1	1	0.6
Any Other Black Background	5	1	1.9
White Other	7	1	2.6
Any Other Asian Background	4	2	1.9
White and Black African	2	0	0.6
Information Not Yet Obtained	1	0	0.3
All	163	145	100.0

There are a higher proportion of pupil premium pupils at the juniors compared to infants.

There is a higher % of pupils with SEND than the national average for the primary sector.

% of pupils with EHCP is in line with national averages

(EHCP + Top Up % = 5%)

Across both schools the number of children in care has increased significantly

Attainment 2023/24

Year Group	Reading	Writing	Maths	Combined / GLD	Phonics
EYFS	74% 59% LW on track	74%	Number - 83% Num patt - 80%	GLD - 66% - LA GLD - 65% - current	
Y1	61%	56%	61%	51%	Passed - 68% Homegrown - 74%
Y2	56%	41%	63%	36%	84% Homegrown - 91%

Year Group	Reading	Writing	Maths	Combined / GLD	Multiplication Check
Y3	60.5%	50.6%	64%	46.9%	
Y4	51.3%	40%	51.3%	31.3%	65 %
Y5	58.3%	45%	66.7%	38.3%	
Y6 (TA)	59.1%	54.5%	55.7%	45.5%	

Attainment

The federation has identified Writing and Maths as focus areas and, in the past 18 months, have made significant changes to the teaching of Reading, Writing and Maths. New Subject Leads are working within teams to continue the steps forward that have been made.

Currently, children leave Reception working in line with the National Standard; however, from this point, the data shows a gap between National Averages and Chester Park attainment.

In analyse, there is high mobility within each year group, meaning the cohort starting at Chester Park in Reception is vastly different to the cohort leaving in Year 6.

Gender

The proportion of girls in the school is now significantly lower than the national average in the Infant School. Girls continue to outperform better than boys in terms of outcomes in core areas. Within each year group there are fluctuations in % of boys and girls.

Ethnicity and EAL

The proportion of pupils from black and minority ethnic (BAME) backgrounds is well above the national average as is the number of pupils with English as an additional language. Currently over 60% of the schools' population is identified as BAME and over 50% as having EAL. We currently have 28 different languages spoken as a first language other than English. The curriculum is designed to develop learning behaviours and skills for learning and is structured to ensure positive images, awareness and reflection of our very diverse community. We use themed elements of national events such as Black History month to celebrate our diversity and make every effort to reflect involvement in a wide range of cultural events. We are committed to combatting inequalities. The Curriculum Statement focuses on developing the vision: Positive – Resilient – Meaningful. As part of our curriculum work the schools are adapting the curriculum so that resourcing is representative of our community. (Please reference the Chester Park Curriculum Statement). Most recently, the schools have started working together to create a Belonging Strategy

which will aim to raise the profile of equity in relation to protected characteristics. Belonging is the focus for all school improvement work. We are also reviewing our approaches to Religious Education and Collective Worship. This is further updated later in the report linked to Equity, Diversity and Inclusion (EDI).

Religion and Belief

We collect data on religion and belief to advance equality of opportunity. Of our families, 40% identify themselves as having no religion. 20% identify as Christian and 30% as Muslim. Smaller numbers identify for other religions: 5% Sikh, 2% Hindu 2% other. The school values the diversity of our community and has consulted widely regarding Relationships, Health and Sex Education provision in recent times. Whole school events reflect the religious diversity in celebrating special days and festivals e.g. Diwali, Eid, Easter and Christmas. Display promotes a range of religious beliefs and is regularly changed. In addition, our RE, RHSE and PSHE curriculum contributes to the elimination of discrimination, harassment and victimisation and the promotion of equality of opportunity. The curriculum is assessed and monitored carefully by Subject Leaders and the SLT to ensure these values are modelled and so that our learners are sufficiently prepared for life in modern Britain. In addition, we strive to ensure that a positive ethos and values are promoted throughout the curriculum. We are currently reviewing how we share aspects of the wider curriculum including RE with our parent carer community. This is an important area to focus on and we are exploring how we can better establish parental links within the school – especially in terms of the celebration of key festivals. There has been a recent visit (November 2023) where a federation governor and diversity expert, Caprice, and I spoke about the development of parental engagement linked to how the schools share collective worship with parents and carers and how we can work more closely with parents and carers to develop links to support the school improvement and community engagement. Following this, the schools have held their first EDI coffee morning. This work has since been extended and in week beginning 15th April, there was a whole federation Eid week focus which culminated in Eid parties.

Economic Status

The % of Disadvantaged Pupils, (Formerly Pupil Premium) is 23 % for infant pupils and 39% for junior pupils. This is up slightly from last year and from the previous report. This is higher than the national average. The term disadvantaged focuses on pupils who have had a financial disadvantage at some point during their school career.

[What are the most effective ways to support disadvantaged pupils' achievement? \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

This government document from 2015 highlights ways to best support pupils with financial disadvantage. What does financial disadvantage mean? Basically, this means at some point within the previous 6 years a child was entitled to free school meals (FSM).

In order to be eligible for free school meals the parent or carer would need to meet the criteria set out below;

Your child may be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than **£16,190**)

- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

The annual gross income of £16,190 would not be able to cover the average rent within Fishponds. The financial figures for earnings have remained the same since March 2018. Inflation is now close to 30% compared to March 2018.

Generally, pupils entitled to FSM enter the school at lower starting points than their peers, but the school works hard to decrease the size of the gap as they progress through the Key Stage. The federation employs a Family Support Advisor, who is the operational safeguarding lead – due to challenges with funding this role has been reduced from 4 days per week to 2 days per week. This role supports with sign-posting and supporting families in difficult circumstances that may affect a pupil's attendance or engagement. There was a falling proportion of pupils receiving Free School Meals (FSM) entering the infant school, however those pupils who are entering with entitlement to pupil premium have higher SEND and reported poorer health. The deprivation indicator for pupil's postcodes highlights the level of need within the majority of our community we serve. The school is aware of a number of families who are not identified as FSM or PP where financial pressures are significant. The falling proportion of identified FSM at the infant school may be linked to pupils receiving universal free school meals (UFSM) and that the financial information related to FSM has not been index linked, as the proportion of pupils in the junior school from families within the same community is double. This will be monitored over time by Governors to determine if the financial deprivation within the locality is reducing or if it is remaining roughly constant.

Disability / Long Term Medical Condition

The schools have a number of pupils with disabilities and or long-term medical conditions. We make appropriate arrangements to enable them to have full access to education. We have in place accessible toilets. Considerable refurbishment and changes to acoustics have been made to support our pupils with hearing difficulties. Lifts are situated to enable adults or children with a disability to have access to different areas of the schools. We will continue to monitor the attendance and academic progress of these pupils to further raise their performance. Where appropriate we work with Bristol Hospital Education to support inclusion. The proportion of children with significant medical needs has increased since the same period last year. We have requested specific training from NHS or school nurse in relation to a pupil who has a severe allergy and has been hospitalised a number of times over the course of the last year – this was unable to happen therefore, we have completed online training.

Special Educational Need

The proportion of children with SEND is higher than national and children with Communication and Language Needs, as well as Moderate Learning difficulties are the most prevalent groups within this. There is an increasing proportion of pupils with ASC and also an increased proportion of children with SEND difficulties that mean a mainstream classroom is especially challenging. At present, we have a higher proportion of EHCP than mainstream schools nationally. In addition, to this the federation has a changing profile regarding the number of pupils with Communication and Language Need that presents as a SEMH need. Governors have been committed to targeting MLD needs e.g. providing in-house expertise in the area of speech and language and through the provision of small group and 1:1 intervention for phonics, language and literacy and mathematics. The school is committed further to raising the attainment of these pupils in comparison to both their peers and national averages especially in mathematics. SLT and class teachers analyse the performance of children with SEND along with all children regularly. The governors are also very active in monitoring the provision for this group. Both schools use additional classrooms to support pupils significantly out of kilter with mainstream pupils within the school and provide a higher ratio of adult to child support. Ducklings, Oak and Woodlands are Intervention Bases, not Resource Bases,

which support children who are working significantly behind their peers, are in receipt of an EHCP (or in process of application) and need a high quality, low stimulus learning environment. These have been set up with the advice and support of several agencies, including: Bristol Autism Team, Educational Psychologists and Speech and Language Therapists.

Sexual Orientation

We are committed to eliminating discrimination, harassment and victimisation and the advancement of equality of opportunity (see anti-bullying policy). We have annual whole school focus weeks on anti-bullying which includes homophobia and the school's Relationship, Health and Sex Education policy has been drawn up to support this. We also ensure the advancement of equality of opportunity by ensuring positive images are used in assembly and within the curriculum. We record all incidents of homophobia and the governors take positive steps to deal with any issues that arise. Our recent work in relation to Belonging is supportive in ensuring inclusive attitudes in this area. We have adapted assemblies to explore work linked to 'No Outsiders' to help pupils understand a range of inclusive attitudes.

Health and Wellbeing

The school's catchment area is predominantly within the Hillfields Ward. We use data provided by the Local Authority to identify trends in health and well-being as well as school based data. We have taken part in ongoing health surveys for children within KS2 for a number of years and use the data specific to our schools to identify our own trends. Levels of obesity are broadly in line with Bristol averages, as are the data available on healthy teeth. The schools ensure that the promotion of healthy lifestyles and healthy eating are promoted within the curriculum and opportunities for cooking are provided within each year group topic. Chester Park Junior School were one of the first schools to move beyond the Healthy Schools standard and achieve the Mayor's Award as a Health Promoting School. The schools have recognised the need to support the emotional development and well-being of an increasing number of our pupils and, to that end, has become fully committing to embedding a nurturing approach. The schools have seen high impact on well-being linked to the Forest School provision that is offered. Both schools have a trained Emotional Literacy Support Assistant (ELSA) and are implementing increased ELSA support for targeted pupils with C&I Needs presenting as SEMH. Where appropriate the schools work with external agencies to support the needs of pupils with SEMH needs.

The schools have worked to develop a 'School Streets' initiative where a section of the road in front of the junior school is closed each morning and evening to provide safer access to the school site for children and adults.

The Belonging Strategy being developed, promotes the importance of well-being. Within the Belonging Team, there are four primary areas of focus; pupil well-being, staff well-being, community and diversity and curriculum. Each group has a focused action plan – there are a large proportion of staff actively involved in promoting this area. These action plans will link to our equalities work with the intention of equity being a prominent feature in the work of Chester Park.

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Appendix C: Background information & guidance

Part Two Our Legal Duties Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age or a range of ages. Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** – A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** – A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment. 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

- **Marriage and civil partnership** - Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** – Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** – Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sexual orientation** – A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. Schools with a particular religious' ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

'Prohibited Conduct' (acts that are unlawful)

- **Direct discrimination** Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability.** Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- **Gender re-assignment discrimination** Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools) A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.

2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding). In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans Schools are required to:

Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person.

This involves removing or avoiding a physical feature, for example:

- Steps and lifts. Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) an Accessibility Plan to:
 1. Increase disabled pupils' access to the school curriculum
 2. Improve the physical environment
 3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.



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