

At Thistly Meadow we endeavour to improve the lives of children, young people and families. We celebrate diversity and difference and believe that in doing so our children will attain more at school and within our community, and will be happier and more successful.

We have an obligation under the Equality Act of 2010 as both an employer and a school which carries out a public function and service. Compliance with the Public Sector Equality Duty is a legal requirement and requires schools to integrate and include consideration of Equality into day to day routines at our school.

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools and Academies:

- 1. Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity** between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- 3. Foster good relations** between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low. Thistly Meadow will publish an annual report each year outlining compliance with the Equality Act and publish equality objectives for the school every four years – these objectives are set out below in Part 3 of this report. The data in this report is from the full academic year of 2023-24.

1. THE STUDENT POPULATION

Gender

There are 9% more boys than girls across the school, with the following gender breakdown:

- Number of pupils on roll at the school: 304
- Number of boys: 159
- Number of girls: 145

Disability

The school community supports children with some disabilities, including our mainstream pupils and children at the Birkett House satellite unit.

	Number of pupils	Percentage of school population
No Special Educational Need	253	83%
SEN Support	46	15%
Education Health Care Plan	5	1.6%

Ethnicity and Race

Thistly Meadow welcomes and celebrates pupils from all cultures and ethnicities. Our pupil data shows that there is a wide range of race and ethnicities:

	Number of pupils	Percentage of school population
Any Other Asian Background	3	0.98%
Any Other Mixed Background	5	1.64%
Any Other White Background	9	2.95%
Black - African	2	0.66%
Chinese	1	0.33%
Indian	6	1.97%
Pakistani	2	0.66%
Turkish/Turkish cypriot	1	0.33%
White - British	256	83.93%
White - Irish Traveller	1	0.33%
White and Asian	6	1.97%
White and Black African	5	1.64%
White and Black Caribbean	8	2.62%

Religion and Beliefs

Parents can disclose their child's religion on our admission application, if they wish. As members of a multi-cultural, multi-faith society we value and respect all religions and beliefs.

Information on other groups of pupils

As a school community we are committed to supporting all pupils to make progress, including those whose needs or circumstances require additional support. In addition to pupils with protected characteristics, we endeavour to provide further information on the following groups of pupils:

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	15	17	32	10.5%

2. UPHOLDING EQUALITIES DUTIES

School life

- A range of assemblies are held each week which promote and celebrate the school values, promote the *Promoting British Values* and celebrating difference linked to our values and incorporating weekly debates based on our *Votes for Schools* curriculum. Our PSHE / RE lessons promote a culture of inclusivity and respect is accorded to all faiths through these lessons and supported within our assemblies as well as part of our music curriculum which supports diversity, faith and other cultures.
- The PSHE curriculum contains a rich variety of lessons with equality covered within every year group and broadly feeds into wider class work and school life. The curriculum and school assemblies are responsive to the needs of the school and additional topics, resources

and curriculum time are allocated accordingly. The PSHE curriculum is monitored termly and governors also challenge and support our provision.

- The school actively promotes and teaches pupils about multiculturalism e.g. by planning lessons with multicultural themes and avoiding and challenging any stereotyping. Each half-term, pupils consider a range of inclusive texts. Teachers are proactive in planning lessons that take into account and reflect the diversity of the classroom. Leaders have participated in LA anti-racism training and completed an audit and an anti-racism self-evaluation assessment. An anti-racism action plan is in place for the school.
- The school also makes sure that all lessons are inclusive and aim to meet the needs of all pupils, using a variety of teaching and assessment methods with learning materials that do not discriminate against anyone and are adapted where necessary.
- The school makes all reasonable adjustments necessary, these include day to day requirements to meet individuals' needs as well as ensuring all reasonable adjustments are factored into every aspect of life at Thistly Meadow, for example ensuring school trips are inclusive and accessible to all.
- The school's values are prominently posted on the school website and around the school. All pupils have equal access to school and extra-curricular activities, trips and visits and organised PTA (Parent Teacher Association) events.
- Pupils facing challenges are supported by a proactive pastoral support team with a range of provision throughout the school week to help all pupils to achieve their best and to enjoy learning – our school website provides additional information on the support and also signposts additional guidance and support for families
- The school takes a graduated approach to plan interventions for any pupils with additional needs in order to ensure needs of all pupils are met holistically. This involves assessing needs, planning to meet these needs in the optimum way, delivering teaching and reviewing approaches and progress.

Management of behaviour, anti-bullying and serious Incidents:

- Good behaviour is promoted through our Thistly values, with clear rules in place for how everyone should be treated. Positive reinforcement is used at every opportunity and any negative attitudes are challenged and managed accordingly. The school has a Behaviour and Anti-bullying policy in place and all staff view behaviour for learning as an integral part of the curriculum. Behaviours are always supported with opportunities for talk and reflection with adults using these conversations as a way of addressing prejudices and discrimination and promoting the desired culture of inclusivity.
- The school's approach takes full account of the Equality Act. Reasonable, appropriate and flexible adjustments are made for pupils with additional needs and/or disabilities. The school challenges all forms of prejudice and prejudice-based bullying including homophobia, which stand in the way of fulfilling our commitment to inclusion and equality relating to the protected characteristics.

Monitoring of key information and feedback:

- The learning and well-being committee reviews key information relating to safeguarding, attendance, behaviour trends and disciplinary incidents and suspensions categorised by the nine characteristics.
- The Chair of Governors also meets regularly with the Headteacher which provides an opportunity for any issues to be raised.
- There is a school Complaints and Grievances procedure which fairly and openly addresses incidents raised.

- There is an annual survey for parents and children which helps leaders to consider any issues that arise.

3. ATTAINMENT

In line with our commitment that ‘no person at Thistly Meadow is treated less favourably because of their race, disability, sex, age, religion, sexual orientation or because they are pregnant or entitled to paternity leave’, the school undertakes termly monitoring and pupil progress meeting and publishes statutory data, with comparisons to LA and national data being considered.

Every pupil’s academic progress and attainment is monitored each term as part of the school’s Pupil Progress Meetings and specific interventions are put into place where needed.

Data 23-24

Reading, writing and maths combined

RWM combined	Number	Attainment %	National %
Male	19	57.9	57
Female	11	81.8	64.2
Eligible FSM	6	50	45.3
Not eligible FSM	24	70.8	66.8
Pupil Premium	6	50	45.7
PP not eligible	24	70.8	66.7
BME	7	85.7	63.4
Not BME	23	60.9	59.3
First Language not English	3	66.7	62.2
First language English	27	66.7	60.4
SEN support	4	0	25.6
No sen	23	87	71.4

Reading

Reading	Number	Attainment %	National %
Male	19	68.4	70.9
Female	11	100	77.7
Eligible FSM	6	66.7	62.2
Not eligible FSM	24	83.3	79.1
Pupil Premium	6	71.4	62.3
PP not eligible	24	82.6	79.5
BME	7	85.7	74.4
Not BME	23	78.3	74.6
First Language not English	3	66.7	72
First language English	27	81.5	75.2
SEN support	4	25	47
No sen	23	91.3	83.7

Maths

Maths	Number	Attainment %	National %
Male	19	78.9	73.7
Female	11	90.9	72.5
Eligible FSM	6	66.7	59
Not eligible FSM	24	87.5	78.9
Pupil Premium	6	71.4	59.1
PP not eligible	24	87	79.3
BME	7	100	76.7
Not BME	23	78.3	71.4
First Language not English	3	100	77.3
First language English	27	81.5	72.2
SEN support	4	25	44
No sen	23	95.7	83.1

4. RESOURCES

- Thistly Meadow is committed to ensuring that all decisions relating to the allocation of resources are consistent with our obligations under the Equality Act. For example:
 - Thistly Meadow's Recruitment & Selection process commits to ensuring that the recruitment of staff is done equitably and robustly.
 - Thistly Meadow's Pay Policy ensures Thistly Meadow's commitment to compliance with the legislation, set out in the Equalities Act 2010, the Equal Pay Act 1970, the Employment Act 2002, the Part-Time Worker (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, the Employment Act 2002 (Dispute Resolutions) and the Employment Act 2008.
 - Newly appointed staff are required to read and sign up to the school's Code of Conduct for Employees whereby they undertake to be inclusive and non-discriminatory in all aspects of behaviour.
 - As part of the Thistly Meadow Induction Process it is the responsibility of the Head/Deputy Head Teacher to make the school policies accessible to new members of staff. Senior leaders are responsible for ensuring new and temporary members of staff know their responsibilities around Equality and how to report an issue.
 - Thistly Meadow does not currently record publish protected qualities related to staff as there are less than 150 members of staff.
 - The school has an Accessibility Plan which takes into consideration the need to, and commits to, ensuring the school continues making the school accessible.
 - The School Lettings policy excludes use of school premises by any organisation which encourages discrimination and prejudice.
 - There is an equal opportunities statement in the School's Fit for Sport contract promoting equal opportunities and welcoming all children, regardless of gender, ability, race or religion.