



Equality information and objectives September 2024

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To be updated/reviewed – July 2025

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 The Willows Primary School:

- We try to ensure that everyone is treated fairly and respectfully
- We want to 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 (if 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/carers 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)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality (of treatment and opportunity) and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

*For more information please contact: **Jo MacArthur** (Headteacher) or **Nikki Stevens** (Member of governing body with responsibility for equality issues) at the school Tel:01635 42155 Email: Office@willows.w-berks.sch.uk*

Part 1: 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.

We are committed to working to ensure equal treatment of and the equality of opportunity for all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender, and sexual orientation)

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A designated member of the governing body has responsibility for equality issues and the implementation of this policy. Governors bi-annually review the Equality Statement and evaluate the success of the school's Equalities Work

Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Number of staff employed by the school: 60

We currently do not collect information from employees in relation to some protected characteristics, such as gender identity and sexual orientation. However we are aware that there may be equality issues for gay, lesbian and bisexual staff, as well as those who are undergoing or who have undergone a reassignment of their gender.

- No data about the sexual orientation of pupils, parents or staff is collected or held by the school.
- No data is collated by the school about gender reassignment for the pupil or staff population

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Disability

We are committed to working for the equality of people with and without disabilities

All sections of the building are accessible to staff, governors, parents and pupils via the ramps and wide entrance doors. Disabled car parking has been demarcated for disabled drivers' use.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to

Advance equality of opportunity by:

We support disabled learners by meeting their individual needs, through meeting with parents/ carers and with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.
The school would always consider applications from and interview disabled applicants meeting the person specification for any advertised post.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to

Foster good relations and community cohesion by:

The school promotes the spiritual, moral, social and cultural development of all pupils. We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life regardless of any disability.

What has been the impact of our activities?

Pupils see other people, particularly those with disabilities, as equals

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

In the academic year 2018/19 there were no racial incidents recorded or reported.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to

Advance equality of opportunity by:

We regularly monitor the attainment and progress of all our EAL pupils and take actions to address any negative trends that may materialise.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to

Foster good relations and community cohesion by:

We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. All ethnic groups represented in our school community play an active role in the life of the school.

What has been the impact of our activities?

Pupils see other people, particularly those from other ethnic backgrounds, as equals.

Gender

We are committed to working for the equality of women and men.

Pupil roles in school such as house captains, school council members and monitors are an equal balance of male and female pupils. The staff population is significantly more female than male but we do have 4 male teaching staff 2 male teaching assistants, 2 male sports coaches and 1 male caretaker employed.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to

Advance equality of opportunity by:

We regularly monitor the attainment and progress of all our pupils by gender and take actions to address any negative trends that may materialise.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to

Foster good relations and community cohesion by:

We ensure that the curriculum has positive images of people, male and female. We invite a variety of groups/speakers into school to assist us in promoting aspiration among our pupils.

What has been the impact of our activities?

Pupils see other people, male or female, as equals

Religion and Belief

We are committed to working for the equality for people based on their religion, belief and non-belief.

Pupils of all faiths are provided with opportunities to share their faith practices and experiences. LA guidelines are followed should parents wish to exercise their right to withdraw their child from collective worship.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to
Advance equality of opportunity by:

The school supports our pupils to build their sense of identity and belonging, helping them to flourish within their communities and as citizens in a diverse society.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to
Foster good relations and community cohesion by:

The curriculum makes good provision for the teaching of other faiths across the school in line with the locally agreed syllabus. The children have opportunities to visit places of worship and listen to speakers from other faith groups.

What has been the impact of our activities?

Pupils understand and respect the authenticity and value of the beliefs of others.

Age (in relation to staff only)

We are committed to working for the equality of people of all ages.

We believe in providing good quality education for all pupils regardless of race, sex, ethnic or national origin, or special educational needs. It is equally our intention that recruitment, selection, training and promotion of staff are based solely on the criteria of merit and ability and that no employee or putative employee will be subject to any of the adverse discriminators listed above, nor will they receive less favourable treatment on the grounds of marital status, domestic circumstances, age, sexuality, disability, trade union activity, political views or religious beliefs.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to
Eliminate unlawful discrimination by:

Ensuring that the age of candidates is not generally taken into account during the selection process – neither at the shortlisting stage nor in the later interview process

What has been the impact of our activities?

There are no plans to change the recruitment process. This will be regularly reviewed to ensure compliance.

Marriage and Civil Partnership (in relation to staff only)

We are committed to working for the equality of people regardless of their marital status or home circumstances.

When information about changes in marital status or home circumstances are communicated to school they are recorded on the database. No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home/reports are to be duplicated and sent to two addresses or details of next of kin for staff members.

To meet our duties under the Equality Act 2010 we show we have due regard to the need to
Eliminate unlawful discrimination by:

Selection criteria for posts do not include reference to the marriage or civil partnership status of candidates. This is not taken into account during the selection process and interviewers are precluded from asking questions about this during the interview process.

What has been the impact of our activities?

There are no plans to change the recruitment process. This will be regularly reviewed to ensure compliance.

Pregnancy and maternity

The school endeavours to meet the requests of staff returning to work following maternity leave and where appropriate offers flexible arrangements regarding emergencies relating to children, childcare and parenting.

Part 2: Information about the pupil population

Number of pupils on roll at the school: 379 (March 2025) – 174 girls and 205 boys

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. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender, and sexual orientation.

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."

Number of pupils with disabilities - these numbers are typically very low, so the school feels it would be inappropriate to publish this information. Less than 10 parents returned questionnaires that indicated they believe their child/children to be disabled

There are no disabled members of staff.

Sensitive information on some pupils with protected characteristics

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

Gender Reassignment - No data is collected by the school about gender reassignment for the pupil or staff population.

Sexual orientation - No data about the sexual orientation of pupils, parents or staff is collected or held by the school.

Information on 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 wish to provide further information on the following groups of pupils:

SEND children

SEN Provision	Number of pupils
SEN Provision - education, health and care plan (code E)	10
SEN Provision - SEN support (code K)	62
Total number of pupils with SEN (codes E, and K)	72
No special educational needs (code N)	311
Total pupils on roll	383
Number of SEN Pupils in a mainstream school who are members of a special provision (SEN Unit). * Should be less than or equal to the total number of pupils with SEN (codes E and K)	0
Number of SEN Pupils in a mainstream school who are members of a special provision (resourced provision). * Should be less than or equal to the total number of pupils with SEN (codes E and K)	0

English as an additional language (EAL)	Total	% of school population
Number of pupils who speak English as an additional language	86	26%
Number of pupils who are at an early stage of English language acquisition	15	17%

Language Code	Description	Number of Pupils
ARA	Arabic	4
ARAA	Arabic (Any Other)	2
CHI	Chinese	2
CHIC	Chinese (Cantonese)	2
CZE	Czech	1
ENG	English	305
GRE	Greek	2
GUJ	Gujarati	1
HIN	Hindi	7
ITA	Italian	2
LIT	Lithuanian	1
MLM	Malayalam	9
PNJ	Panjabi	1
POL	Polish	12
POR	Portuguese	5
PORB	Portuguese (Brazil)	1
PRS	Persian/Farsi	1
PRSA	Farsi/Persian (Any Other)	2
RMN	Romanian	7
RUS	Russian	2
SHO	Shona	2
TAM	Tamil	2
TEL	Telugu	6
UKR	Ukrainian	1
URD	Urdu	3

Pupils from low income households	Total	Percentage of school population
Number of pupils currently eligible for free school meals	90	27%

Universal Infant School Meals

NC Year Group	Number of pupils on roll	Of which	
		School lunch taken on census day	Currently FSM eligible on Census Day
Reception	43	35	4
Year 1	47	39	10
Year 2	58	36	12
Year X - pupils aged 4 to 6 only	0	0	0
Total infant pupils	148	110	26

Attendance information

Number of pupils on roll for at least one session in the 2024 autumn term	306
Number of pupils with at least one absence in the 2024 autumn term	237
Percentage of pupils with at least one absence in the 2024 autumn term	77.45%
Total sessions possible for all pupils	42212
Total Sessions missed due to authorised absence for all pupils	1645
Total Sessions missed due to unauthorised absence for all pupils	734
Total Sessions missed due to overall (authorised plus unauthorised) absence for all pupils	2379
Authorised absence as percentage of total sessions possible	3.9%
Unauthorised absence as percentage of total sessions possible	1.74%
Overall (authorised plus unauthorised) absence as percentage of total sessions possible	5.64%
Number of pupils whose overall absence rate is greater than or equal to 10 per cent and are therefore identified as a persistent absentee in this term	44
Percentage of pupils whose overall absence rate is greater than or equal to 10 per cent and are therefore identified as a persistent absentee in this term	14.38%

Other vulnerable groups – LAC, Young Carers, Children subject to social services involvement through CIN (Child in Need) or CP (Child Protection) plans and less able children with no identified SEN

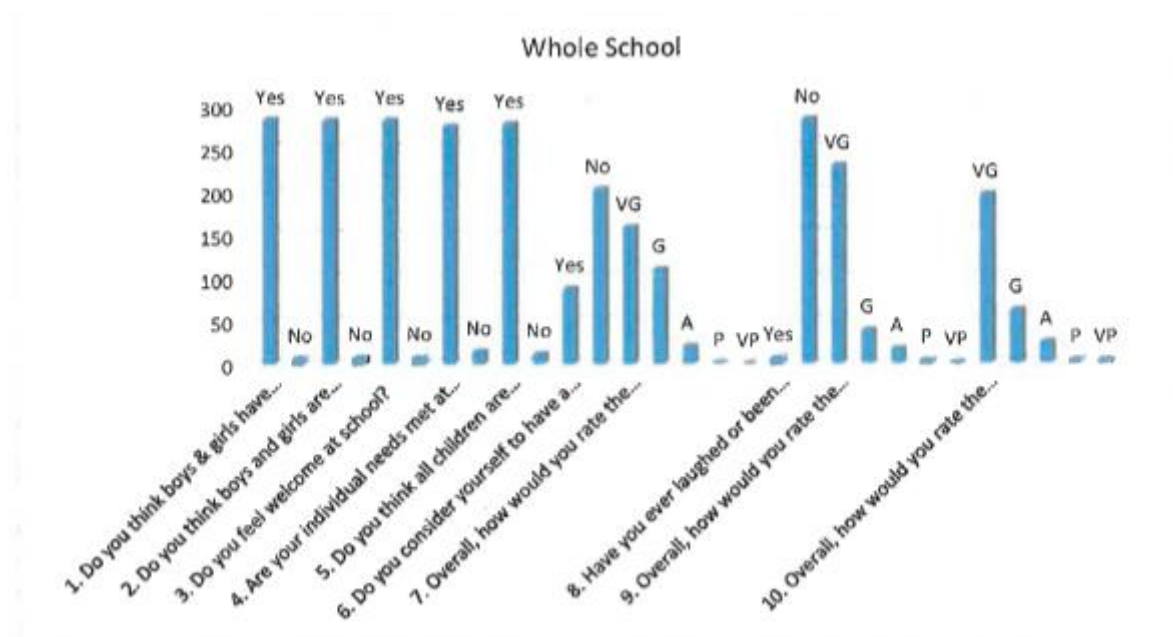
Part 3: Consultation and engagement

We aim 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 improve what we do.

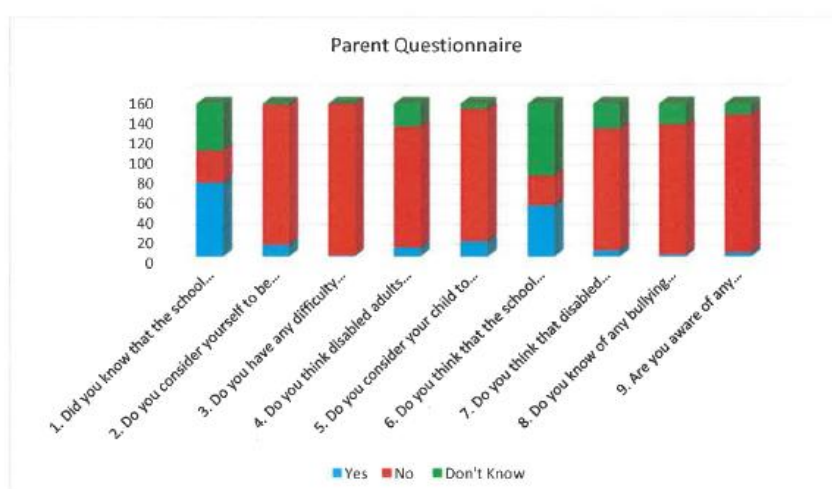
Our main activities for consulting and engaging are:

- Disability Questionnaire – completed annually by pupils, parents, staff and governors.
- Promotion of relevant information on the school website
- RSHE curriculum in school for all children

Record of consultation and engagement			
Date	Who we consulted	Summary	Action taken
May 2019	Pupils, parents, staff, governors, regular visitors	Data collated and analysis completed	Review pupil understanding of disability Review anti-bullying/equality/diversity messages as part of PSHE lessons and assemblies Publicise equality statement on website and ways in which we fulfil our duty.
Jan 22	Pupils, parents, staff	Data collated and analysis completed	Complete new Accessibility plan for the school Publicise equality statement on website and ways in which we fulfil our duty.
Nov 24	Pupils, parents, staff	Data collated and analysis will be published	Publicise equality statement on website and ways in which we fulfil our duty.



	Yes	No	Don't Know
1. Did you know that the school has an Equality Statement?	74	32	47
2. Do you consider yourself to be disabled?	12	140	1
3. Do you have any difficulty accessing the school premises?	1	152	0
4. Do you think disabled adults would find it difficult to access the school site or buildings?	9	121	23
5. Do you consider your child to be disabled?	15	133	5
6. Do you think that the school has a good attitude to providing for the needs of pupils with disabilities?	51	30	72
7. Do you think that disabled children would have difficulties accessing school site?	6	122	25
8. Do you know of any bullying at the school related to disability?	2	130	21
9. Are you aware of any discrimination against disabled children or adults at this school?	4	138	11



Part 4: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published **equality objectives**. See Part 6 of this document.

We see our main challenges as the achievement and engagement of

- EHCp pupils and those with special educational needs
- Dual needs FSM/PPG pupils
- Low ability pupils with no identified SEN
- EAL pupils in the early stages of language acquisition
- Achievement and engagement of pupils with below 90% attendance (persistent absentees)

Part 5: 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 1:

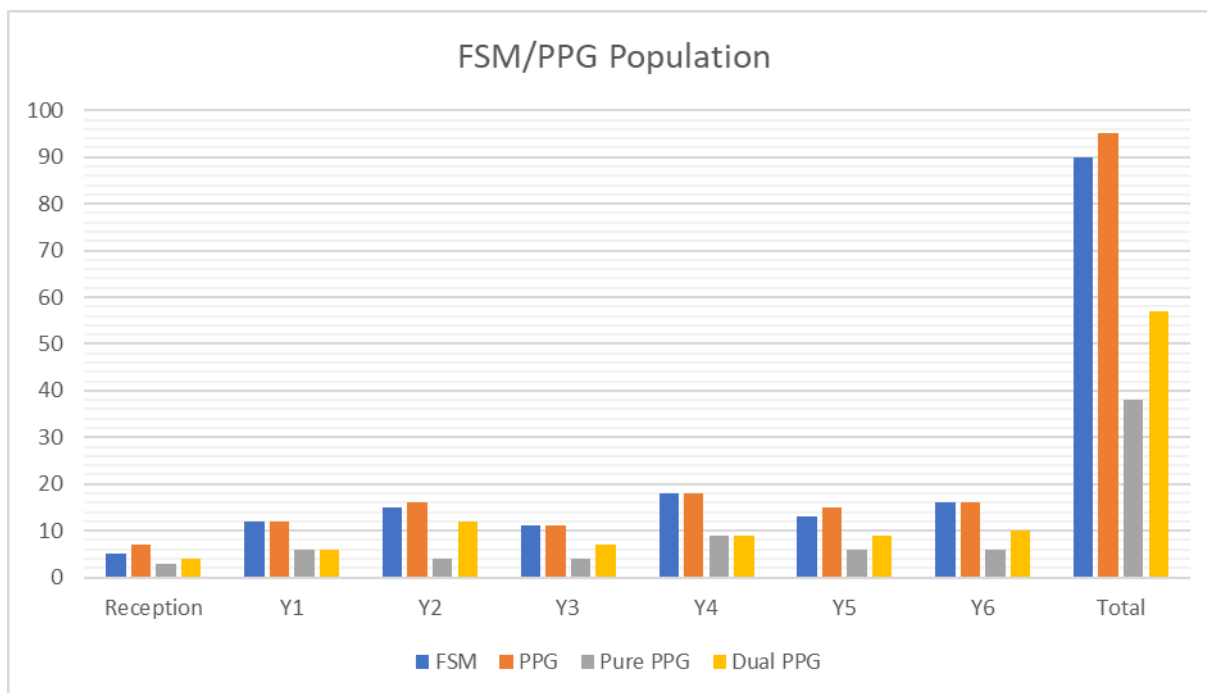
To raise the attainment and improve the progress of PPG/disadvantaged pupils in English & Maths and close gap between disadvantaged and non-disadvantaged children

Progress we are making on this objective:

Progress Update March 25

FSM/PPG

	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Total
FSM	5	12	15	11	18	13	16	90
PPG	7	12	16	11	18	15	16	95
Pure PPG	3	6	4	4	9	6	6	38
Dual PPG	4	6	12	7	9	9	10	57



EXS on track attainment	Non-disadvantaged ON TRACK to achieve ARE	Total PPG ON TRACK to achieve ARE	PPG Gap	Total PURE PPG ON TRACK to achieve ARE	Pure PPG Gap
Reading	79%	51%	28%	68%	11%
Writing	74%	44%	30%	61%	13%
Maths	82%	56%	26%	74%	8%

National Data from July 2024 – to be updated in July 2025

% Achieved Expected		
End of Foundation Stage	School FSM Ever 6	National FSM Ever 6
Prime Learning Goals	66.7%	62.4%
Communication & Languages	66.7%	68.8%
PSED	100%	73.7%
Physical Development	66.7%	75.7%
Literacy	33.3%	54.4%
Comprehension	33.3%	68.8%

Word Reading	33.3%	61.5%
Writing	33.3%	55.8%
Maths	66.7%	63.3%
Understanding The World	100%	68.7%
Expressive Arts & Design	100%	76.2%
GLD Good Level of Development	33.3%	52.1%
All EYFSP Goals	33.3%	50.4%

% Achieved Working at Outcome		
	School FSM Ever 6	National FSM Ever 6
Y1 Phonics Check	55.6%	68.5%
KS1 Phonics	45.5%	62.9%

Y4 MTC	School FSM Ever 6	National FSM Ever 6
Average Score	16.1	18.8
21-25	28.6	49.5

% Achieved Expected		
KS2 SATS	School FSM Ever 6	National FSM Ever 6
Reading	12.5%	62.3%
Writing TA	43.8%	58.5%
SPAG	56.3%	58.9%
Maths	37.5%	59.1%
RWMa	6.3%	45.4%

% Achieved Greater Depth		
KS2 SATS	School FSM Ever 6	National FSM Ever 6
Reading	0%	17.9%
Writing TA	0%	6.3%
SPAG	6.3%	19.8%
Maths	6.3%	12.8%
RWMa	0%	3%

Average Scaled Scores		
KS2 SATS	School FSM Ever 6	National FSM Ever 6
Reading	98.1	102.7
SPAG	101.1	102.3
Maths	98.8	101.5

Equality objective 2:

To ensure that EAL learners are appropriately supported in their learning to ensure that their level of language acquisition is not a barrier to their achievement

Progress we are making on this objective:

Progress Update March 2025

National Data from July 2024 – to be updated in July 2025

% Achieved Expected		
End of Foundation Stage	School EAL	National EAL
Prime Learning Goals	46.2%	69.8%
Communication & Languages	46.2%	72%
PSED	69.2%	80.9%
Physical Development	76.9%	84.1%
Literacy	53.8%	65.4%
Comprehension	53.8%	72.3%
Word Reading	61.5%	72.6%
Writing	61.5%	67.7%
Maths	53.8%	72.2%
Understanding The World	61.5%	71.4%
Expressive Arts & Design	69.2%	79.8%
GLD Good Level of Development	46.2%	63.7%
All EYFSP Goals	46.2%	61.5%

% Achieved Working at Outcome		
	School EAL	National EAL
Y1 Phonics Check	100%	79.8%
KS1 Phonics	100%	75.3%

Y4 MTC	School EAL	National EAL
Average Score	22.6	21.9
21-25	77.8%	74.3%

Average Scaled Scores		
KS2 SATS	School EAL	National EAL
Reading	104.2	104.7
SPAG	109.2	106.6
Maths	106.9	105.6

% Achieved Expected		
KS2 SATS	School EAL	National EAL
Reading	70%	72.2%
Writing TA	90%	72.3%
SPAG	100%	75.7%
Maths	100%	77.5%
RWMA	70%	62.5%

% Achieved Greater Depth		
KS2 SATS	School EAL	National EAL
Reading	30%	26.9%
Writing TA	20%	13.4%
SPAG	40%	39.1%
Maths	40%	29.8%
RWMA	20%	8.5%

Equality objective 3:

To raise the attainment of less able pupils with no identified SEND in English and Maths.
Target revised - To raise the attainment of all pupils with no identified SEND in English and Maths.

Progress we are making on this objective:

Pupils who are not on track to achieve ARE but are not SEND are monitored as a group at pupil progress meetings. Each pupil is discussed in terms of the gap between their current attainment and ARE in R, W and Ma. Data is monitored in terms of the whole school picture and our intention to continually increase the number of children achieving ARE year on year.

Equality objective 4:

To improve attendance of the children who are currently persistent absentees (below 90% attendance)

Progress we are making on this objective:

Progress Update March 2025

Whole School Attendance	% attendance	% Auth abs	% unauth abs
Autumn 21	93.3	5.4	1.3
Spring 22	92.6	5.9	1.5
Summer 22	92.5	5	1.5
Autumn 22	92.7	5.6	1.7
Spring 23	93.4	5	1.6
Summer 23	93.9	4.5	1.6
Autumn 23	93.8	3.7	1.4
Spring 24	94.4	3.8	1.8
Summer 24	94	4	2
Autumn 24	94.4	3.9	1.7
Spring 25	94.3	3.9	1.8

- Whole school attendance is consistent at 94% but attendance is still of huge concern. We are well below pre-covid levels of 97%
- No class has a collective figure below 90% which is an improvement on previous data
- We currently have 2 pupils on a reduced timetable as a result of their special educational needs and 2 pupils as a result of EBSA.
- Poor attendance of children who have the potential to be at expected is the biggest factor in them not being on track to achieve ARE.
- 298 sessions (149 days) have been lost this year so far to unauthorised holiday **approx. 80 days more than last term but 20 days less than at the same point last year**

No class has a collective figure below 90% which is an improvement on previous data

There is a strong focus on attendance and punctuality so that learning is consistent and disruption is minimised. Attendance data is monitored and tracked regularly and teachers work with the pastoral team to provide parents and children they need to support and resolve persistent absenteeism.

Persistent Absenteeism

	Class 1	% attendance	Number of PA	Class 2	% attendance	Number of PA	Total
Year R	Ash	93.15%	4	Elm	95.29%	1 (EBSA)	5 (+2)
Year 1	Beech	94.48%	5	Acacia	90.33%	5 (1 RED)	9

Year 2	Yew	94.58%	3	Pine	94.35%	2	5 (-8)
Year 3/4	Cedar	96.43%	3	Maple	94.27%	6	13
Year 3/4	Walnut	94.66%	4				
Year 5	Cypress	95.88%	2	Redwood	90.40%	3 (1 EBSA)	5 (-6)
Year 6	Sycamore	94.17%	2 (1 RED)	Eucalyptus	94.82%	4	6 (-4)
13% of the school population are classed as persistent absentees							43 pupils
Autumn Term 2024 – 16% of the school population are classed as persistent absentees							
Summer Term 2024 - 16% of the school population are classed as persistent absentees							
Spring Term 2024 – 14% of the school population (YR – Y6) are classed as persistent absentees							
Autumn Term 2023 – 18% of the school population (YR – Y6) are classed as persistent absentees							
Summer Term 2023 - 21% of the school population (YR – Y6) are classed as persistent absentees							
Spring Term 2023 – 24% of the school population (YR – Y6) were classed as persistent absentees							
Autumn term 2022- 19% of the school population (YR – Y6) were classed as persistent absentees							
Summer Term 2022 - 16% of the school population (YR – Y6) were classed as persistent absentees							

Appendix 1

The survey consists of three pages with the following questions:

- Page 1:**
 - How old are you? (5-11)
 - Are you a boy or a girl? (Boy/Girl)
 - 1. Do you think that boys and girls have equal opportunities here at [your school]? (Yes/No) + "Please tell us about this:"
 - 2. Do you think boys and girls are treated the same (equally) at school? (Yes/No) + "Please tell us about this:"
 - 3. Do you feel welcome at school? (Yes/No) + "Please tell us about this:"
- Page 2:**
 - 4. Are your individual needs met at school? (Yes/No) + "Please tell us about this:"
 - 5. Do you think all children are welcomed at our school? (Yes/No) + "Please tell us about this:"
 - 6. Do you consider yourself to have a disability? (Yes/No) + "Please tell us about this:"
- Page 3:**
 - 7. Overall, how would you rate the school as a place that cares for people with a disability? (Very Good, Good, Average, Poor, Very Poor)
 - 8. Have you ever laughed or been unkind to someone who you felt was different to you? (Yes/No) + "Please tell us about this:"
 - 9. Overall, how would you rate the school as a place that cares for people from different countries? (Very Good, Good, Average, Poor, Very Poor)
 - 10. Overall, how would you rate the school as a place that cares for people who have different religions or faiths or beliefs? (Very Good, Good, Average, Poor, Very Poor)

Appendix 2

The Willows Primary School - THE EQUALITY ACT 2010

The school has a duty to improve provision for disabled pupils, parents, governors, staff and visitors to the school. We would like to gather information about views of the whole school and the views and the needs of disabled people in our school community. Please complete the following questionnaire and return to the school office. If there are any questions that you would rather not answer then please leave them blank. We do not ask for names, only responses to questions.

Definition of Disability

A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This means that, in general:

- the person must have an impairment that is either physical or mental
- the impairment must have adverse effects which are substantial
- the substantial adverse effects must be long-term; and
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

A “disabled person” could be a pupil, member of staff, a parent or carer, or any other user of the school.

	Yes	No	Don't Know
Did you know that the school has an Equality Statement?			
Do you consider yourself to be disabled? If you have answered YES to the above question, please give details of the disability			
Do you have any difficulty accessing the school premises?			
Do you think disabled adults would find it difficult to access the school site or buildings?			
Do you consider your child to be disabled? If you have answered YES to the above question, please give details of the disability			
Do you think that the school has a good attitude to providing for the needs of pupils with disabilities? Only answer if you have answered yes to the above question – if not please leave blank			
Do you think that disabled children would have difficulties accessing the school site?			
Do you know of any bullying at the school related to disability?			
Are you aware of any discrimination against disabled children or adults at this school?			