

# LECONFIELD PRIMARY SCHOOL



## SCHOOL EQUALITY POLICY

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<b>Contact</b>	Katie Tracey (Headteacher)
<b>Contact Number</b>	01964 550303
<b>Approved By</b>	Mrs Lesley Ringrose (Chair of Governors)

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## EQUALITY POLICY

### Our School Values

In all that we do we share, encourage and demonstrate positive values with our children. Our school values were agreed jointly by children, parents, Governors, staff and members of the wider community.

#### Honesty

#### Respect

#### Kindness

### Introduction

On 1 October 2010, the **Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from discrimination. It is unlawful for Leconfield Primary School to discriminate against a person by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief, including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The **Public Sector Equality Duty** as part of the Equality Act came into force on 6 April 2011. It requires all public bodies when carrying out their day to day work to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

This includes pupils and staff.

## **Statutory Requirements: The Specific Duties**

The specific duties require us to:

- Publish information to show compliance with the Equality Duty, at least annually
- Set and publish equality objectives at least every four years
- Ensure that all information is published in a way which makes it easy for people to access and understand it

## **Publishing Information**

Public bodies such as Leconfield Primary School must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision making. The information published must include:

- Information relating to people who are affected by the school's policies and practices who share protected characteristics

## **Setting Equality Objectives**

As part of the Equalities ACT 2010, equality objectives have been set by Leconfield Primary School taking into account evidence of equality issues across all our functions; consideration of issues affecting people sharing each of the protected characteristics; and we have thought about each of the three aims of the Equality Duty. The number of objectives we have set are proportionate to the school size; the extent to what we do affects equality; and the evidence that such objectives were needed.

The Equality Objectives are specific and set out how progress will be measured.

## Definitions

**Protected Characteristics** – It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their:

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief, including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

However, although a person's age is a protected characteristic in relation to employment and to the provision of goods and services, this does not apply to pupils and we are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development.

**Direct Discrimination** – This occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

**Indirect Discrimination** – This occurs when a 'provision, criterion or practice' is applied generally, but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

**Harassment** – This has a specific legal definition in the Act – it is 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person'.

**Victimisation** – This occurs when a person is treated less favourably than they otherwise would have been because of something they have done ('a protected act') in connection with the Act.

**Discrimination by Association** – A person will not be discriminated against because they are associated with another person with a protected characteristic.

**Perception** – Whether or not a person actually has a protected characteristic, it would be discrimination to treat that person differently because it thought that they have a protected characteristic.

**Disability Special Provision** – We will treat disabled pupils more favourable than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities, either by reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Policy and Plan.

**Accessibility Plan** – This is implemented to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- The availability of accessible information to disabled pupils is improved

This plan is included as a part of the School Accessibility Policy.

**Parents** – Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil’s birth parents, but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

**Staff** – This includes teaching and non-teaching staff of the school, day-care or children’s centres.

## Responsibilities

**The Governing Body** is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above.

The lead Governor for this is: **Mrs Lesley Ringrose (Chair)**.

**The Head Teacher/Head of Centres** is responsible for:

- Providing accurate and appropriate information to the Governing Body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated Equality Objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against the stated Equality Objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist
- Taking appropriate action in cases of discrimination, harassment and victimisation

**All staff** are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

**Visitors and contractors** are responsible for following the School Equality Policy.



## Public Sector Duty

### Information

Appendix I, on page 11, of this policy shows the information which is relevant, in terms of the three aims of the Equality Act 2010, as required by the Public Sector Duty.

### Engagement and Consultation

The following people were engaged and consulted upon in the development of the Equality Objectives and this policy:

- Governors
- Teaching staff
- Non-teaching staff
- Pupils

### Equality Objectives

The following Equality Objectives were decided upon from the analysis of information in Appendix I of this policy and where there was a potential for improvement in equalities:

1. To develop the knowledge and skills of staff and governors around equality and diversity issues
2. To ensure that pupils' attainment progresses in line with the school average and compares favourably with national averages, and that gaps in attainment between different pupil cohorts are reduced
3. To prepare the school's pupils for living in a diverse cultural world through an appropriate curriculum

The actions plan for each objective can be found in **Appendix II, on page 20**.

### Monitoring and Evaluation

The analysis of data and information which shows compliance to the three aims of the Equality Act (Appendix I) will be updated annually, subsequent to the date of this policy.

The Equality Objectives progress will each be reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years.

### Publishing

In order to ensure that our Accessibility Plan is easily accessible, we will:

- Publish the plan on our website: [www.leconfieldprimary.co.uk](http://www.leconfieldprimary.co.uk)
- Publish the plan through the school newsletter / other communications

- Highlight the information in our staff meetings
- Ensure a hard copy is available in different formats for those people who are visually impaired or EAL users where applicable
- Ensure translation is available those people whose English is not their first language

## References

Equality & Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty*, 2011

GEO, *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations*, 2011, p6

Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, September 2012

## APPENDIX I

## Leconfield Primary School Equalities Information and Analysis

### Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

Educational Year as at 19 Jan 2017		School Combined %	National Combined %
Gender	Girls	55.1 (81)	49.0
	Boys	44.9 (66)	51.0
Ethnicity	White – English	86.4	
	White and Black Caribbean	1.4	
	White Eastern European	0.7	
	White European	1.4	
	White Other	1.4	
	Black Caribbean	0.7	
	Black and Any Other Ethnic Group	1.4	
	Nepali	3.4	
	Other Pakistani	0.7	
	Information not yet obtained	2.7	
Free School Meal Eligibility	Not Eligible	97.3	74.0
	Eligible	2.7	26.0
Special Educational Need	No Special Educational Needs	86.4	85.6
	SEN with Support	13.6	13.0
	Statement / EHCP	0.0	1.4
Profile of Need (% based on total number of pupils with Primary Needs)	Moderate learning difficulty	35.0	24.6
	SEN support but no specialist assessment of type of need	20.0	3.6
	Social, emotional and mental health	10.0	15.6
	Specific learning difficulty	15.0	10.5
	Speech, language and communication needs	20.0	27.7

**Analysis / Comments**

**Analysis of the school population**

The school population is predominantly White British with more girls than boys.

**Comparisons to National data**

Compared to national date, we have much less FSM pupils than average.

Attendance (2015/16)	School <i>Combined %</i>	National <i>Combined %</i>
Authorised Absence	2.9	3.3
Unauthorised Absence	0.5	0.7
Persistent Absence	6.3	2.7

**Analysis / Comments**

**Things we do well**

- Promoting attendance with weekly award for class with highest attendance
- Promoting attendance in weekly newsletter to parents
- Promoting attendance with individual children / families who struggle to maintain attendance (special responsibilities for children who need to improve punctuality / attendance e.g. sports equipment / register monitors – registers need to be in classrooms before the start of the school day so children need to be on site in time etc.
- Communication with and supporting parents regarding absence (meetings with Admin Assistant / Headteacher) and liaising with EWO for support when necessary
- Communication with EWO regarding absence

**Things we would like to improve**

- Continue to value good attendance and punctuality at school

## Section 2. Advance Equality of Opportunity Between People

The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

### **Attainment Data**

Attainment Data is published annually on the school website.

This is how our school, and different groups in our school, compare at the end of Year 6 (Key Stage 2) in 2016.

## **Key Stage 2 Outcomes for different groups in our school**

### Reading, Writing & Mathematics

		<u>Expected Standard +</u>		<u>High Standard</u>	
		<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>
		<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
<b>Gender</b>	Girls	50	57	0	6
	Boys	42	50	0	5
<b>Disadvantaged</b>	Disadvantaged	75	60	0	7
	Not Disadvantaged	39	60	0	7
<b>Special Educational Need</b>	No Special Educational Needs	56	62	0	6
	SEN with Support	0	53	0	5
<b>Free School Meal Eligibility</b>	Not Eligible	39	60	0	7
	Eligible	75	60	0	7
<b>Prior Attainment - Overall</b>	Low	0	6	0	0
	Middle	23	47	0	1
	High	100	91	0	17
<b>Prior Attainment - Reading</b>	Low	0	7	0	0
	Middle	31	48	0	1
	High	100	91	0	18
<b>Prior Attainment - Writing</b>	Low	0	10	0	0
	Middle	54	57	0	3
	High	100	95	0	27
<b>Prior Attainment - Mathematics</b>	Low	0	5	0	0
	Middle	29	49	0	2
	High	100	91	0	21

**Examples**

**Steps the School has Taken (Case Studies) -**

**Participation :**

- All children participate in the National Curriculum. An exemption would be requested if this was needed.

**Admissions and Transfer:**

- The school ensures that there are strong links with the secondary schools.
- Teachers from the secondary schools regularly visit the children in Year 6 and have meetings with the Head and Y6 teacher to ensure effective transition and transfer of information and records.
- Additional transition arrangements are made as required, e.g. some children benefit from extra visits to their new school before transferring in the September. This is in addition to the existing effective provision that we provide.
- Hello & Goodbye board to raise awareness of children leaving and transferring to our school.

**Analysis / Comments**

**Things we do well**

- We liaise with other schools to ensure records and information is shared accurately and to ensure a smooth transition for all children.
- We welcome new families to our school by: giving them a tour of the school, having a buddy system for new pupils, sharing class newsletters.

**Things we would like to improve**

- We would like to develop 'welcome to our school / class' booklets for children transferring during the school year.

### Section 3. Foster Good Relations Between People

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

<u>Examples</u>	Steps the School has Taken (Case Studies) -
<b>Social and Emotional Wellbeing :</b>	<ul style="list-style-type: none"> <li>• <i>ELSA</i></li> <li>• <i>Young Leaders</i></li> <li>• <i>Junior Travel Ambassadors</i></li> <li>• <i>Headers (Head boy &amp; girl)</i></li> <li>• <i>School Reward for individuals and classes (teddies &amp; buttons of joy)</i></li> </ul>
<b>Pupil Voice:</b>	<ul style="list-style-type: none"> <li>• <i>Children have their own targets in classrooms</i></li> <li>• <i>Pupils with SEND have their own pupil profiles and pupil passports as appropriate</i></li> <li>• <i>Eco Club</i></li> <li>• <i>Junior Travel Ambassadors</i></li> <li>• <i>Headers (Head Boy &amp; Girl)</i></li> <li>• <i>School Council</i></li> </ul>
<b>Positive Imagery:</b>	<ul style="list-style-type: none"> <li>• <i>Display</i></li> <li>• <i>Assemblies</i></li> <li>• <i>EPIC Days</i></li> <li>• <i>School Values</i></li> </ul>
<b>Community Links:</b>	<p><i>We have links with:</i></p> <ul style="list-style-type: none"> <li>• <i>Sports Clubs</i></li> <li>• <i>Humber EBP</i></li> <li>• <i>St Catherine’s &amp; St Martin’s Church (Leconfield)</i></li> <li>• <i>Local Businesses</i></li> <li>• <i>School Nurse</i></li> <li>• <i>Paralympian visits to school (Silver Medallist power lifting 2016)</i></li> <li>• <i>Open Afternoons and curriculum workshops</i></li> <li>• <i>Coffee Mornings to support Charities</i></li> <li>• <i>Beverley Children’s Centre</i></li> </ul>
<b>Removing Barriers and Reasonable Adjustments:</b>	<ul style="list-style-type: none"> <li>• <i>EAL support groups</i></li> <li>• <i>SAPTs (Physical services) accessed when necessary</i></li> <li>• <i>Liaise with Speech &amp; Language termly and introduce programmes of work as advised</i></li> <li>• <i>Liaise with Behaviour Support Service</i></li> <li>• <i>Liaise with Educational Psychologist</i></li> </ul>

- *We follow a child centred approach for SEND*
- *Liase with Occupational Therapist*

### Analysis / Comments

#### Things we do well

- We have incorporated inclusive strategies from the Behaviour Support Advisors into our whole school approach to behaviour management. E.g. we are a 10/10 school.

#### Things we would like to improve

- We would like to develop staff awareness and a whole school approach to mental health by adopting a mindfulness approach.



**Section 4: Eliminate Unlawful Discrimination, Harassment and Victimisation**

<u>Examples</u>	Steps the School has Taken (Case Studies) -
<b>Exclusions Data :</b>	<ul style="list-style-type: none"> <li>• <i>No child has been permanently excluded.</i></li> <li>• <i>Those children who are at risk of fixed term exclusions are supported through pastoral support plans and behavioural management plans as appropriate.</i></li> </ul>
<b>Victimisation and Discrimination:</b>	<ul style="list-style-type: none"> <li>• <i>If any incidents occur, an appropriate investigation would take place with the likelihood of parents being informed and actions taken to support all participants involved.</i></li> <li>• <i>We follow the East Riding guidance and policies for Whistle Blowing and safeguarding.</i></li> </ul>
<b>Monitoring of Discriminatory Incidents:</b>	<ul style="list-style-type: none"> <li>• <i>Any incidents of this nature are recorded under the Report Hate Incident procedure and the school undertakes its duty to report these figures to the LA.</i></li> </ul>
<b>Anti-Bullying and Harassment:</b>	<ul style="list-style-type: none"> <li>• <i>Anti-bullying week with activities, visitors &amp; assemblies</i></li> <li>• <i>Martial Arts self-confidence classes for all year groups</i></li> <li>• <i>Martial Arts self –confidence sessions after school club (optional &amp; free of charge)</i></li> <li>• <i>The school is proactive in supporting the children’s and parents understanding of bullying through the providing of materials and the direct teaching through strategies such as Anti Bullying Week, and circle time.</i></li> <li>• <i>The ethos of the school is supported by our school values of Respect, Honesty and Kindness.</i></li> </ul>

**Analysis / Comments**

**Things we do well**

- There is a shared responsibility in the management of behaviour which ensures consistency.
- Behaviour is tracked and monitored by the SLT.

**Things we would like to improve**

- Continue to be proactive and maintain the high standards and expectations that we have as a school.

## Section 5: Participation and Engagement

How we have involved people in developing equalities at our school.

<u>Examples</u>	Steps the School has Taken (Case Studies) -
<b>School Council :</b>	<p>We promote equalities and have produced an overarching statement 'British Values' which can be found on the school website <a href="http://www.leconfieldprimary.co.uk">www.leconfieldprimary.co.uk</a></p> <ul style="list-style-type: none"> <li>• <i>We have a school council which represents all year groups. The School Council meets regularly to discuss issues raised by the children on a range of subjects including topics for themed lunches and road safety outside the school.</i></li> <li>• <i>The school councillors are elected fairly by the children in each class.</i></li> <li>• <i>An example of an improvement that has happened as a result of the work undertaken by the school council includes lunchtime and playtime equipment that has been upgraded, with some new items having been purchased</i></li> </ul>
<b>Pupil Voice:</b>	<ul style="list-style-type: none"> <li>• <i>COPs (Children's Opinion Polls) are used to find out what children think about certain issues affecting the school.</i></li> <li>• <i>Some examples of how COPs have been influential include –</i> <ul style="list-style-type: none"> <li><i>*the themed decoration of the KS2 toilets</i></li> <li><i>*involving the local PCSO in raising awareness of road safety outside of the school</i></li> <li><i>*introducing pedestrian skills training and scooter training for Year 4 and Year 2 children</i></li> </ul> </li> </ul>
<b>Parents / Carers / Guardians:</b>	<ul style="list-style-type: none"> <li>• <i>Regular POPs (Parent Opinion Polls) are sent out to parents to find out their views on a range of subjects from parent workshops provided by the school to the summer fair.</i></li> <li>• <i>An example of how POPs have been influential includes choosing the School Values</i></li> <li>• <i>An annual Parental Questionnaire is circulated to all parents. Results and feedback are shared with staff and governors to help inform policies.</i></li> </ul>

<p><b>Staff:</b></p>	<ul style="list-style-type: none"> <li>• <i>Each term staff have the opportunity to vote for the school head boy and girl (Introduced Autumn 2015)</i></li> <li>• <i>Staff are consulted on school policies. Statutory guidelines are followed and HR consulted in areas such as employment and recruitment to ensure equality.</i></li> <li>• <i>Staff take their role seriously in promoting equalities and teachers and governors have undertaken training in this area in order to keep themselves up to date with relevant legislation.</i></li> <li>• <i>Staff ensure that pupils from all groups are included in all activities and have full access to the curriculum with adaptations if required.</i></li> </ul>
<p><b>Local Community:</b></p>	<ul style="list-style-type: none"> <li>• <i>We ensure the children have access to as many groups as possible to reflect the diversity within our nation. This has included; Camo Day (to support SSAFA British Armed Forces charity) Red, White and Blue Day to commemorate the centenary of the start of the First World War and RE Action Days for all Key Stage 2 year groups.</i></li> </ul>
<p><b>Governors:</b></p>	<ul style="list-style-type: none"> <li>• <i>Governors ensure that all pupils have equal access to the full range of educational opportunities provided by the school and will seek to remove any forms of indirect discrimination that may form a barrier to learning.</i></li> <li>• <i>Governors ensure that the curriculum reflects the attitudes, values and respect that we have for all individuals and cultural groups.</i></li> <li>• <i>Governors ensure that recruitment, employment, promotion and training systems are fair, and provide equal opportunities.</i></li> <li>• <i>Governors are sensitive to and support all cultural, ethnic and religious backgrounds of the school staff.</i></li> </ul>

## EQUALITY OBJECTIVES

## APPENDIX II

**EQUALITY OBJECTIVE: 1**

***To develop the knowledge and skills of staff and governors around equality and diversity issues***

**Lead Person****(responsible for entire Objective)***Katie Tracey (Headteacher)***Objective Outcomes**

- *Staff are able to provide equality of opportunity in their lessons and the curriculum*
- *Staff and Governors are familiar with the Equality Act and the implications for action*
- *Governors hold the school to account for promoting equality and diversity*
- *Accessibility Policy is up to date*

**Performance Measures / Evidence**

- *Equality of opportunity is measured through the analysis of data, tracking of pupils and checking of work*
- *Skills audit and training records*
- *Governors; minutes show that the school is held to account through meetings and visits into school*
- *Updated copy of the Accessibility Policy and Plan*

<b>Action</b>	<b>Lead Person (responsible for action)</b>	<b>Timescale</b>	<b>Review Date (by Governors)</b>
Training needs for staff are assessed and a training plan to meet identified gaps is developed	<i>KT</i>	<i>September 2017</i>	<i>November 2017 (FGB)</i>
Equalities training is provided for Governors	<i>KT</i>	<i>Spring 2018</i>	<i>March 2018 (FGB)</i>
Equality & Diversity issues are made a standing agenda item on the relevant Governor meeting/committee meeting	<i>KT</i>	<i>October 2017</i>	<i>November 2017 (FGB)</i>
Adopt a mindfulness approach to develop staff awareness and a whole school approach to mental health	<i>EA</i>	<i>Training for staff – Summer 2017 &amp; ongoing</i>	<i>February 2018 (Achievement Committee)</i>
Accessibility Policy and Plan is reviewed	<i>KT</i>	<i>September 2017</i>	<i>November 2017 (FGB) &amp; annually</i>

**EQUALITY OBJECTIVE: 2**

*To ensure that pupils' attainment progresses in line with the school's average and compares favourably with national averages, and that gaps in attainment between different pupil cohorts are reduced*

**Lead Person**

**(responsible for entire Objective)**

*Katie Tracey (Headteacher)*

**Objective Outcomes**

- *All pupils' attainment progress is in line with the school's average*
- *All pupil's attainment progress compares favourably with national averages*
- *High achievement of all pupils*
- *Attainment gaps are reduced between cohort groups*
- *Disability, language, race and other protected characteristics do not prevent pupils from accessing good quality education, participating fully in school activities and achieving well*

**Performance Measures / Evidence**

- *Attainment data*
- *Exclusions data*
- *Attendance data*
- *Tracking data*
- *Intervention outcomes*
- *Case studies*
- *Curriculum planning*
- *Pupil understanding*
- *Pupil participation*

<b>Action</b>	<b>Lead Person (responsible for action)</b>	<b>Timescale</b>	<b>Review Date (by Governors)</b>
Monitor and analyse pupil achievement by grouping race, gender, disability, FSM, SEN, and other relevant cohort groups to identify patterns/trends and gaps	<i>CE</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Monitor and analyse data in relation to attendance and exclusion for different cohort groups to identify protected characteristic related issues	<i>KT</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Develop 'welcome to our school/class' booklets aimed at pupils transferring during the school year	<i>AE</i>	<i>Autumn 2017</i>	<i>Termly (Achievement Committee)</i>
Develop strategies to target underperforming cohorts of pupils (including the setting of gap narrowing targets)	<i>EA</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>

Ensure the school has appropriate equipment/aides available as necessary to support pupils with specific needs (and ensure that all staff are aware of these and understand how to access them)	<i>EA</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Develop support packages to help parents of pupils with specific needs (or those simply underachieving) to better support their child's achievement	<i>EA</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Curriculum planning continues to take into account the specific needs that pupils with protected characteristics may have	<i>EA</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Ensure equality of access for all pupils to a broad and balanced curriculum (including visits and homework setting), removing barriers to participation where necessary	<i>EA</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Ensure that a range of teaching methods is used throughout the school to enable effective learning to take place at all stages for all pupils	<i>KT EA</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Ensure that all pupils are given the opportunity to make a positive contribution to the life of the school	<i>AE</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>

**EQUALITY OBJECTIVE: 3**

***To prepare the school's pupils for living in a diverse cultural world through an appropriate curriculum***

**Lead Person**

**(responsible for entire Objective)**

*Katie Tracey (Headteacher)*

**Objective Outcomes**

- *Pupils are aware of different cultures and religions*
- *High achievement of all pupils*
- *Diversity is embedded throughout the curriculum*

**Performance Measures / Evidence**

- *Tracking data*
- *Intervention outcomes*
- *Case studies*
- *Curriculum planning*
- *Pupil understanding*
- *Pupil participation*

<b>Action</b>	<b>Lead Person (responsible for action)</b>	<b>Timescale</b>	<b>Review Date (by Governors)</b>
Include positive examples and images of diverse groups in curriculum work and in images around the premises	<i>AE</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Ensure that materials and resources (appropriate to the age ranges) reflecting diverse cultures, faiths and other equality-related topics are available to pupils in classrooms, libraries and other areas pupils gather	<i>AE</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Links with other schools/regions with diverse characteristics are developed	<i>AE</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Develop community links further	<i>AE</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Curriculum planning is adapted to ensure that there are increased opportunities to learn more about different cultures, beliefs and faiths	<i>AE</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Embed opportunities to learn about Britain's history, culture and traditions in the curriculum	<i>AE</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Identify opportunities to share curriculum provision with parents, Governors and the local community	<i>KT</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>

Regularly consider the ways in which teaching and curriculum provision supports pupils to understand and value the diversity around them and to challenge prejudice and stereotyping	<i>KT</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>
Promote respect and tolerance throughout the curriculum in all activities	<i>KT</i>	<i>Ongoing</i>	<i>Termly (Achievement Committee)</i>