

Overleigh St. Mary's CE Primary School

Equality Policy and Objectives



At Overleigh St Mary's Primary School we believe that everyone within our school community should be provided with the same opportunities. We ensure our school provides a happy, safe and caring environment where every individual is valued and respected. We foster strong, healthy relationships that show awareness, knowledge, understanding and acceptance of the individual needs of others. Discrimination, harassment or victimisation on any grounds will not be tolerated and all pupils, staff and parents and carers are made aware of this.

We are committed to ensuring the participation of **all** our children in the community, curriculum, wider curriculum and culture of the school and aim to provide a broad, balanced, relevant and challenging curriculum. Through this we ensure all children are prepared for a culturally diverse and multi-ethnic society, where they are well equipped to contribute as good citizens in Modern Britain and are well prepared for the next stage of their education.

This Single Equality Scheme has been devised to ensure that all our policies and practices meet with all the legislative requirements. In particular the Equality Act 2010, which provides a single, consolidated source of discrimination law. In respect of this and in consideration of the general duty, this scheme has due regard to the need to:

- ❖ Eliminate unlawful discrimination, harassment and victimisation
- ❖ Advance equality of opportunity between people who share a protected characteristic* and those who do not. In particular, to the need to:
 - Remove or minimise disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic;
 - Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
 - Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- ❖ Foster good relations between persons who share a relevant characteristic and persons who do not share it.

*Protected characteristics are:

Age, disability, ethnicity and race, gender, gender identity and transgender, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual orientation.

See appendix A for a glossary of terms.

Overleigh St Mary's CE Primary School's Single Equality Scheme reflects the general and specific duties on schools as detailed in Equality Act 2010. It brings together school objectives for Disability, Race and Gender Equality. It also considers how the school develops its approach to equality, diversity and community cohesion for all our pupils, staff, parents and carers, and the wider community.

Roles and responsibilities

The governing body will:

- Ensure that Overleigh St Mary's CE Primary complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Ensure that Overleigh St Mary's CE Primary School's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure that Overleigh St Mary's CE Primary School's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, CPD programmes and in membership of the governing body.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The Senior Leadership will:

- Implement the policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and CPD.
- Ensure that all families, visitors and contractors are aware of, and are in compliance with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance and school policy
- Review annually our equalities objectives and publish this information on the school website.

Employees will:

- Be mindful of and address any incidence of harassment or bullying in the school and follow the procedure for this – see appendix B
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupil's progress and academic needs to ensure the appropriate support is in place.

- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil, staff, parent, and school or community member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the headteacher or to another member of the school staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

Overleigh St Mary's CE Primary School will include this policy on its website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act 2010, and advancing equality of opportunity.

Characteristics of the school (based on 2017 data)

Overleigh St Mary's CE Primary School is a two form entry primary school with classes from YR to Y6 and currently there are 409 on roll. The social deprivation indicator is low compared to national but the stability is much closer to national.

By the end of KS2 attainment at the expected standard is well below national with the percentage of children achieving the expected standard in reading, writing and maths combined being 44% which is well below floor. KS2 progress reading was in line with national and maths below and writing significantly below. There has been a rapid decline in standards over the last two years. Pupils entitled to the Pupil Premium, those with SEN and children with English as an Additional Language performed less well than their peers at the end of all key stages. Across the school each year group secured at least *good* progress but vulnerable groups achieved less well than their peers. This is now a rapidly improving picture however we are yet to diminish the differences in attainment due to the legacy of underperformance following historical weaknesses in leadership and teaching.

Economic status

The proportion for children entitled to Free School Meals is currently 9% and Pupil Premium 17%, this is much lower than national. Attendance of FSM and PP children is not as high as their peers. As identified above these pupils have not performed as well as their peers in terms of learning outcomes. This has been a consistent picture through the school. Strong leadership of PP over the last year has ensured this is rapidly being addressed. It is a key focus of the SIP for this year and significant progress has been secured. (See PP tracking and evaluation.)

Special Educational Need

The proportion of children with SEN is lower than national (7%) and children with speech and language needs / ASD are increasingly the most prevalent group within this. However we have a greater proportion than national of pupils with EHCP in place, in part this is due to us being able to offer level access almost throughout the building and a history of effective support for pupils with additional needs. Historically pupils with SEN (SA) did not perform as well as their peers at the end of key stage. However pupils with EHCP perform well in the areas they are cognitively able to. The leadership of SEN has

been a key area for development this year and allocation of funding and the associated provision map is now carefully monitored and reported on to governors. This means that lines of accountability are stronger, value for money being evaluated and progress rates are accelerating. Attendance for pupils with SEN is lower than their peers although when those with long term medical needs are removed from the data it improved considerably.

Health and wellbeing

LA data shows our community includes a higher than proportion than national of pupils identified as overweight or obese. Therefore we ensure our curriculum addresses this e.g. by focused weeks and events such as our *Heathy and Safe* week. We also ensure Sports and PE funding is spent effectively and a proportion is allocated to providing enrichment to provide opportunity for children to try new and unusual sports to increase awareness and confidence to participate. Inclusivity in sport is a key area of concern for parents and is an area we are actively addressing. We have links with local clubs and sports people who come to school to provide inspiration and positive role models. We also manage our own kitchen and have made it a focus this year to increase the healthy options in our menu. E.g. increasing fruit intake at snack time through offering fruit kebabs and yoghurt. Our PE lead has trained our lunchtime staff to support them in increasing pupil activity levels during the breaks. In addition multiple clubs have been introduced to attract a wide range of interest and motivate pupils to participate.

Age

All year groups are carefully tracked to ensure the very best teaching regardless of age of pupil/year group and support is now targeted to address weaknesses. Our curriculum uses positive role models and images of a breadth of age of adults. Visitors and projects with community groups ensure children are used to talking to elderly members of the community. We ensure equality of access to school events and clubs and age is no impediment to this. Our school staff is representative of the full breadth of age and models that this is no impediment to completing your role efficiently and that we have much to learn from experience and each other.

Disability / Long term medical condition

We currently have several children with a physical disability and or a visual impairment. All children with a disability receive enhanced transition on move to secondary provision. Throughout the year the site team liaise with the SENDco to ensure adaptations are made wherever possible to support inclusion and equality of opportunity.

We do have children with lifelong disabling medical needs and their attendance is lower than their peers. However when attendance at medical appointments is removed from the data than it is in line with peers. We continue to target to raise attendance for all vulnerable groups.

Ethnicity and Race

The proportion of children from minority ethnic backgrounds is well below national but the number of children with English as another language is in line (21%). EAL pupils are a rapidly increasing group for us.

Children with EAL have lower than average attendance and an increasing number of our pupils with European heritage take multiple holidays abroad. Penalty notices or the prospect of them does not serve as a deterrent and it is an area we continue to target. Children who have EAL have historically not achieved as well as their peers at the end of each key stage and last year their progress was below their peers throughout the school. They are tracked very carefully and the rigour with which staff are held to account has

increased significantly. Progress is now increasing rapidly but differences in attainment are yet to be diminished. This year we have worked more closely with our families who have dual language or EAL children to ensure they can hold the school to account. We have introduced cultural awareness days and curriculum study focus to raise awareness and understanding and celebrate diversity. The curriculum is derived in part from pupil interests and to address areas of local relevance e.g. drug awareness but also to ensure positive images and awareness of cultural diversity.

Gender

Although the proportion of girls is slightly above national the groups are broadly in alignment. Boys and girls have similar attendance. In line with national boys attain higher in maths and girls in reading and writing. Boy's writing is a particular concern and although we are now seeing more rapid progress it remains a focus for our school. Girls have also been targeted in maths and this is showing impact in YR. However in YR there legacy of underperformance is a whole school area for improvement.

Religion and Belief

Although we are a CE school only 39% of the children are identified as Christians by their families on registration and 5% are Buddhist, Hindu or Muslim. Analysis of progress rates across the school show pupils who identify as Christians make the same good progress as their peers with no identified religion. Pupils with a religion other than Christianity make 2.3 points progress in reading (peers make 2.2), 2.5 points in writing (peers make 2.3) and 2.6 in maths (peers make 2.3). Therefore we know religion is not a barrier to securing achievement at Overleigh. Therefore although this is an area we will continue to analyse yearly but does not currently require specific targets. Our RE and PSHE curriculum also contributes to elimination of discrimination, harassment and victimisation and promotion of equality of opportunity. The curriculum is assessed and monitored carefully to ensure these values are modelled and so that our learners are sufficiently prepared for modern society. Our most recent SIAMS inspection was May 2018 and the school was graded *Outstanding*. The report stated: *A deeply embedded Christian ethos underpins all that the school does. Pupils are highly valued and nurtured as individuals in a caring Christian environment, enabling them to grow exceptionally well academically, spiritually and socially.*

Sexual Orientation, Gender Identity and Transgender

We currently have no pupils identified as having sexual orientation identified as other than heterosexual. However we are committed to eliminating discrimination, harassment and victimisation and advancing equality of opportunity. We have annual whole school focus weeks on anti-bullying and anti-harassment which include a focus in Y6 on homophobic bullying (see anti-bullying and anti-harassment policy). We also ensure advancement of equality of opportunity through ensuring positive images used in worship and within the curriculum. Our core values led culture ensure children and families are able to easily access support with trained staff, in order to discuss concerns or explore issues surrounding gender identity. We are currently working towards our Rainbow award and multiple members of staff have received external training which has been disseminated.

Based on the analysis above the Senior Leadership and Governors of Overleigh St Mary's CE Primary have identified the following equality objectives as key areas for development.

Equality Objectives:

Objective 1: To raise attainment and secure at least good progress for all pupils and particularly those with SEN, are entitled to the Pupil Premium and children with English as an Additional Language.

Objective 2: To raise levels of attendance and thus reduce pupil absence rates for all pupils and especially those with SEN, are entitled to the Pupil Premium and children with English as an Additional Language.

Objective 3: To increase levels of family engagement with school life so that we ensure equality and equity of access and all children are well supported.

Please see attached action plans (Appendix C) for details of how these objectives will be met.

Monitoring and review

The equality objectives will be reviewed annually and published on the school website as part of this policy. As part of the review governors will ensure no adverse impact has taken place as a result of the implementation of this policy. All policy reviews will consider the input of protected characteristics and ensure equality for all.

This policy should be read in conjunction with:

Teaching and Learning Policy

Good Behaviour Policy

Anti-Bullying and Harassment Policy

Admissions Policy

PSHE Policy

Curriculum Statement and Policies

Safeguarding Policy

Code of Conduct for Staff and Pupils

APPENDIX A

Glossary

Equality is about eliminating disadvantage, discrimination, deprivation and treating people fairly. Equity is where groups are treated with parity

Protected characteristics

The general equality duty covers the following protected characteristics:

Age – this refers to a person of a particular age group (eg. 60 year olds) or a range of ages (eg. 18-24 year olds). It does not include children under 18.

Ageism Ageism can be defined as "any attitude, action, or institutional structure, which subordinates a person or group because of age or any assignment of roles in society purely on the basis of age" (Traxler, 1980, page 4). Age discrimination occurs when a person is treated less favourably because of their age and particularly affects young people and older people.

Disability – a person is disabled if they have a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities (Section 6, see also the Equality Act Disability Regulations 2010).

"Disability is the disadvantage or restriction of activity caused by contemporary social organisation which takes little or no account of people who have disabilities. This excludes them from taking part in mainstream society. Disability is not caused by an individual's particular 'impairment', but by the way society fails to meet their needs." (The Union of Physically Impaired against Segregation, 1976)

Gender reassignment – this applies to a person who is transitioning or has transitioned from one gender to another. To qualify for protection, a transgender person no longer has to show that they are under medical supervision.

Pregnancy and maternity – applies to women who are pregnant or have given birth in the past 26 months. The Equality Act makes provisions to protect the rights of breastfeeding mothers. Preventing an employee from breastfeeding her baby may put the employee's and the baby's health at risk.

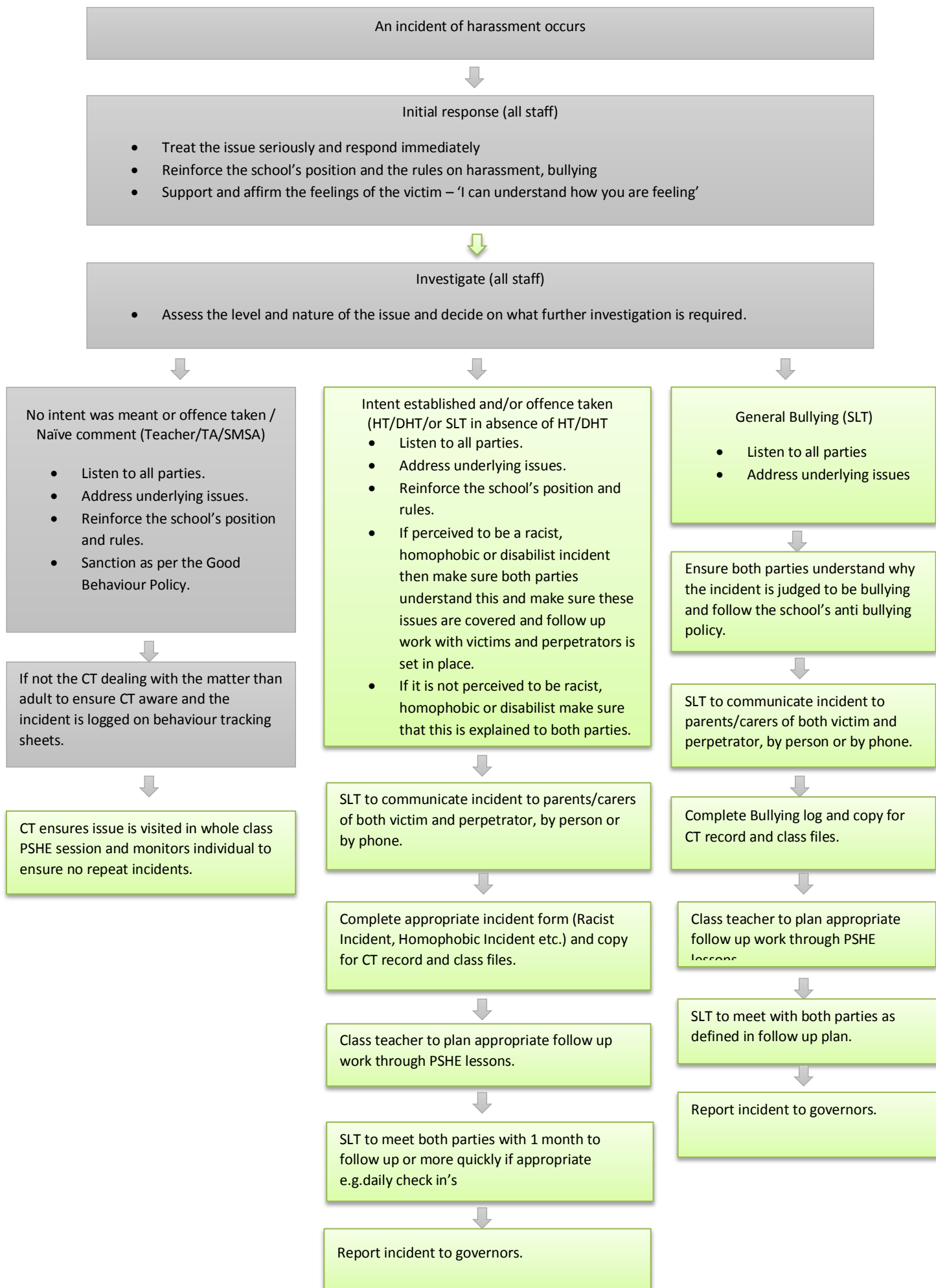
Marriage and civil partnership – this applies to people who are married or in a civil partnership. Civil partners must be treated the same as married couples.

Race – this refers to a group of people defined by race, colour, and nationality, ethnic or national origin.

Religion or belief – means any religion and includes philosophical beliefs including a lack of religion. Generally a belief should affect a person's life choices or the way they live. 'Religion is the belief in or worship of a god or gods as a particular system of belief or worship' (Chambers Compact Dictionary 2000). Religions can manifest themselves as a personal or institutionalised system grounded in such belief and worship. The six main religions traditions held by people in the UK are: Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. However, there are many more religions and systems of belief in the UK.

Gender – a man or a woman. This is the sex-role identity used by humans to emphasise the difference between females and males. The words 'gender' and 'sex' are often used to mean the same thing, but sex relates specifically to the biological and physical characteristics which make a person male or female at birth, whereas gender refers to the behaviours and experiences associated with members of that sex. Gender stereotypes lead to sexism. **Gender identity** is the gender to which you feel you belong.

Sexual orientation – means a person's sexual orientation towards persons of the same sex, persons of the opposite sex, or persons of either sex.



Overleigh St Mary's CE Primary Equalities Action Plan

Equality Objective 1 – Objective 1: To raise attainment and secure at least good progress for all pupils and particularly those with SEN, are entitled to the Pupil Premium and children with English as an Additional Language.

	Actions	Resources (What will you need e.g. staff meeting time, focus group)	Timeline	
<p>To raise attainment and secure at least good progress for all pupils and particularly those with SEN, are entitled to the Pupil Premium and children with English as an Additional Language. (See also SIP action plan for SIP Priority 1,2, 3, 4 and 5)</p>	<p>Use of mid and short term planning to ensure sufficient personalisation of learning and awareness of the needs of the various groups in each class.</p> <p>Specific praise and marking to support development of next steps for all children.</p> <p>Real life experience and events planned to motivate all learners but especially boys and to ensure children from all economic groups have familiar starting points to inform learning.</p> <p>Staff training on going and development for new staff to ensure standards and consistency maintained.</p> <p>Use of tracking system to review and personalise approach to learning</p>	<p>Non-contact for SL £2000 annually.</p> <p>Staff meeting x 2 per term.</p> <p>Inset input x 6 yearly minimum.</p>	<p>All to be completed by July 18 and next steps planned accordingly.</p>	
Monitoring	<p>Planning scrutiny and work scrutiny termly / Pupil interviews & case studies to harness pupil voice.</p> <p>Data and test outcomes analysis and pupil progress reviews three times yearly.</p> <p>To be completed by governors, subject leaders and SLT.</p> <p>Focus for Full governors x 3 meeting per year.</p>			
Success Criteria	<ul style="list-style-type: none"> • Children entitled to FSM, PP or who have EAL will secure at least good progress. • Attainment of disadvantaged pupils, those with SEN or EAL will diminish the difference on their peers. 			

Rationale: This theme runs throughout the SIP and all members of SLT and literacy and maths leads have key roles in this. Data from 2016-17 and previous show these vulnerable groups have consistently underperformed compared to their peers and national.

Equality Objective 2: To raise levels of attendance and thus reduce pupil absence rates for all pupils and especially those with SEN, are entitled to the Pupil Premium and children with English as an Additional Language.

	Actions	Resources (What will you need e.g. staff meeting time, focus group)	Timeline
<p>To diminish the difference of pupils in vulnerable groups compared to their peers.</p> <p>(See also attendance policy and guidance documents)</p>	<p>Attendance officer to continue to ensure groups are on termly tracking and thus termly report to governors.</p> <p>Reward and motivation strategies that have proven track record to be established for these groups.</p> <p>Individual class attendance is targeted with the aim of classes encouraging each other to be in school every day. Class attendance rewards are established.</p>	<p>Annual input to staff in Inset raising awareness of needs and ways of working.</p> <p>Attendance officer and external partners have daily, weekly and termly meetings with pupils and families / professionals as appropriate for individual needs.</p> <p>Rewards and sanctions agreed on and relentlessly followed.</p> <p>Termly detailed analysis of attendance for all groups.</p> <p>£10000 a year.</p> <p>PPR meetings also consider the achievement and progress of pupils in these groups.</p>	<p>All to be completed by July 18 and next steps planned accordingly.</p>
Monitoring	<p>Termly analysis of data as well as on going weekly scrutiny to ensure timely intervention and support as well as value for money. Governors analyse data outcomes termly.</p>		
Success Criteria	<ul style="list-style-type: none"> Children from vulnerable groups increase their attendance at least in line with their peers 		

Rationale: Attendance is broadly in line with national overall but given our community should be higher. Pupils with SEN, EAL and those entitled to PP all have lower attendance than their peers.



Equality Objective 3:

Objective 3: To increase levels of family engagement with school life so that we ensure equality and equity of access and all children are well supported.

	Actions	Resources (What will you need e.g. staff meeting time, focus group)	Timeline
To ensure all pupils secure at least good progress and cultural diversity is celebrated.	<p>Communication with parents regarding attainment to be made more effective.</p> <p>Engagement through meetings of families with EAL pupils to share current outcomes and to explicitly share areas for school improvement.</p> <p>Community events to celebrate diversity and celebrate what our community has to offer.</p>	£500 for resources and practical materials to support events.	All to be completed by July 18 and next steps planned accordingly.

	Curriculum events, themed days and weeks and units of work that focus on raising awareness, exposure and challenge thinking. E.g. world of work week and mother tongue day. Worship plans that ensure cultural awareness are central.		
Monitoring	Termly analysis of data and evaluation of events and curriculum – pupil voice.		
Success Criteria	<ul style="list-style-type: none"> • Children talk positively about their community and recognise the strengths within as well as beyond their immediate experience. All members of the school community respect our values and walk them in all parts of school life. 		

Rationale: EAL is a rapidly increasing group for our school and the school has traditionally been rather inward looking through a period of turbulent leadership. Our EAL and BME pupils come from multiple heritages rather than a few distinct groups and their achievement has been considerably lower than their peers. We need to embrace the wonderful diversity and opportunity our school community offers.