

Equality information and objectives

Black Torrington C of E

Primary School



Approved by:

HOLSWORTHY LAC

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The Executive Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the Executive Head Teacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training regularly

The school has a designated member of staff for monitoring equality issues. This member of staff makes senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Priority 1 : Equality of Achievement

Information from 2014 - 2018

The number of children in disadvantaged groups grew across the schools. In 2017/18 the number of SEN, PPG and EAL learners rose significantly: supporting their progress and attainment with a clear knowledge of their needs became a focus for PPG champion and SENDCo

Headlines 2017/18 - July 2018 results –

Gender groups ARE:

Maths: KS2 – Boys 100%, Girls 100%	KS1 – Boys 100%, Girls 100%
Reading: KS2 - Boys 100%, Girls 100%	KS1 Boys 100%, Girls 100%
Writing: KS2– Boys 50% , Girls 100%	KS1 – Boys 0%, Girls 100%

EAL groups ARE : No EAL children at end of KS1 or KS2

Dis/PP pupils ARE:

KS2 – Reading 100%

Maths 100%

Writing 100%

KS1 – Reading 100%

Maths 100%

Writing 0%

Vulnerable Groups Action Plan 2018/19:

RIP 3, SDP 6, SMP 1

To narrow the gap for vulnerable learners including Children who receive Pupil Premium, Children who are Looked After Services children ,EAL children of Ethnic Minority, Children with SEN, Children identified as being Gifted or Talented.

Headlines 2018/19 - July 2019 results, March 2020 Teacher Assessments

Gender groups ARE:

Maths: KS2 Boys 50%, 33% - No Girls, 100%

KS1 – Boys 100%, 75% - Girls 0%, 50%

Reading: KS2 Boys 50%, 67% - No Girls, 100%

KS1 – Boys 100%, 50% - Girls 0%, 50%

Writing: KS2 Boys 50%, 67% - No Girls, 100%

KS1 – Boys 100%, 25% - Girls 0% , 50%

EAL groups ARE :

KS1 – 0% ARE, 0% ARE

KS2 – 0% ARE, 0% ARE

Dis/PP pupils ARE:

KS2 – Reading 0%, No PP

Maths 0%, No PP

Writing 0%, No PP

KS1 – Reading 0%, 100%

Maths 0%, 100%

Writing 0%, 100%

Key milestones met 2018/19

By the end of the Summer Term 2019 at the end of KS2, the gap between PPG children and other groups reduced.

By the end of the Summer Term 2019 the % of vulnerable children accessing extracurricular activities increased

By the end of the Summer Term 2019, interventions demonstrated accelerated progress which is reflected in their progress in some subject areas.

By the end of the Summer Term 2019, pupil voice has been regularly addressed and monitored.

Key strategies to continue and embed 2019 - 2021:

See Vulnerable Groups Action Plan 2020/21

Use of a range of assessment systems to support the identification of progress and attainment in all groups.

Key focus pupil premium children in reading.

Progress of boys to be accelerated in all areas.

Embed more explicitly progress of PP pupils into performance management and teacher coaching systems.

Ensure PP children make good progress in all areas and attain well when considering their starting points and needs.

Priority 2 - Equality of opportunities/experiences that celebrate diversity

To create a happy, nurturing school environment where the well-being of all members of the school community is valued.

Engage and motivate reluctant learners with external visits/visitors.

Information from 2014 - 18

SEAL resources used across the schools to support PSHE curriculum and anti-bullying.

Strong use of school values taught in context and used to support awards and recognition for children.

The introduction of 10 a day for mental health across the cluster schools.

Joint activities between KS1 and KS2 children across the Cluster schools.

Joint activities between Cluster Schools and DMAT schools – School Council workshops and Ability Games

Key milestones met 2018/19 -

By Summer 2019 , a draft PSHE programme including mental health is in place across all ages.
Mental Health Champions in place Spring 2019.

Parent voice and opportunities for training – mental health policy and supporting children – Summer 2019

By Summer 2019, pupil/staff questionnaires/conferencing regularly about curriculum and well being - with supportive reflect actions.

By Summer 2019, School Council/PEGS voice across school

By Spring 2019, termly plan for motivational visits/visitors in place

By Spring 2018, planned work/activity to support environmental improvements in schools.

Draft Mental Health Policy July 2020

Bereavement Policy July 2020

PSHE curriculum statement , SRE Policy for Spring 2021

Additional actions and established activities:

Cluster Residential for Y6 to Bristol to ensure children experience different environments to the ones in which they live.

National events recognised – for example Remembrance Day

A range of diverse speakers invited into school .

A range of multicultural visits and visitors included in curriculum planning

Key strategies to continue and embed 2019 - 2021:

Curriculum planning focus which supports needs of all learners, recognises interests and motivations and celebrates diversity. It includes discussions about stereotyping, slavery and black lives matter.

Reading focus ensures that a range of texts that celebrate the achievements of women, disabled, disadvantaged and ethnic minority groups are available for children in library and classroom and are used to support

Continue awareness raising assemblies on disabilities.

Address anti bullying through School Council and assemblies throughout the year.

Continued support from Babcock EMA for pupils who speak English as a second language

Current affairs publications available for KS2.

Use of Expect Respect and Young Citizens resources for PSHE.

Increase awareness of historical events and cultural events through planned Assemblies, including Black History Month and Anti Slavery Day.

Develop links with other countries through e mail communications between pupils initially.

Continue to develop links with local organisations which support different groups – local Residential Home or Cornish Plastic Coalition.

Priority 3 - Equality of curriculum

To ensure equality of access across all areas of the curriculum.

Information from 2014 – 18

Pupil conferencing established to gain perspectives of children on their education.

Assessment developed across wider curriculum – PE and RE.

Book scrutinies and monitoring of classroom environments extended to include Topic and RE books

Key strategies to continue and embed 2019 - 2021:

Use of Real PE to support physical activity and PSHE.

In Science, History, Geography etc. , planned opportunities to include teaching about the contributions of men and women, gay and disabled people and people from ethnic minorities.

Ensure class groups vary and that groupings are not dominated by ability or gender.

Use of Young Citizens resources to support a calendar of Awareness Days across the year and resources to support the inclusion and celebration of diversity

Ensure resources provide children with a range of images and message about diversity – posters, books, etc.

Priority 4 - Equality of accessibility

See Accessibility Plan for Holsworthy Cluster Primary Schools

Priority 5 - Raise the profile of equality issues across the school and the wider community

To ensure that there is a good awareness of equality issues

Information from 2017-18:

Outcomes were:

- Equality and equity are regularly visited as concepts in our PSHE lessons and assemblies.
- * SENDCo completed a series of Assemblies on ASD

Key strategies to continue and embed 2019 - 2021:

- *Continue reporting to the governing body, showing evidence of monitoring and planning to meet the needs of pupils with protected characteristics, for example, numbers of pupils with SEND taking part in extra-curricular activities, results of interventions, report on the attainment of pupils with protected characteristics, bullying and attendance data of pupils by the protected characteristics.*
 - *Ensure that needs of all staff (including those with disabilities) are discussed and supported.*
- * *Establish regular information sharing with parents about the content of the curriculum and how it supports children in learning about equality, stereotyping and diversity.*