

Shepherd Primary School

**SHEPHERD  
PRIMARY**



School Equality Scheme  
2016/17 to 2019/20

January 2018

## Contents

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1. Vision and Values
2. School Context
3. Legal Background
4. Roles and Responsibilities and Publish Information
5. Engagement – Participation and Involvement
6. Equality Impact Assessment
7. Our School's Equality Objectives

**This policy represents the agreed principles for teaching and learning throughout the school. Governors within the school and all teachers, teaching assistants and midday supervisors representing the Foundation Stage, Key Stage 1 and Key stage 2 have agreed to this policy.**

## 1. Vision and Values

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### **Our equality and the values that underpin school life.**

Shepherd Primary School aims to create an environment whereby children, staff and the wider community experience parity of esteem regardless of race, gender or disability and is active in promoting community cohesion. As with all schemes in place at Shepherd Primary School, the governors have given due consideration to the spirit of the "Every Child Matters" agenda. In addition, in the application of this scheme, the school will strive to reflect the school aims to ensure the happiness of all individuals who are members of our community.

Our school community aims to:

- Learn and grow together within a safe, caring and happy environment;
- Encourage achievement in all aspects of school life;
- Motivate all children in a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

These aims are underpinned by a set of core values agreed by the whole school community. They are as follows:

*opportunity, respect, motivation, confidence, honesty, happiness, healthy living, friendship, achievement, safety, teamwork and care.*

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe as a school community in promoting equality of opportunity and all members of our community are respected as individuals taking account of race, religion, disability, gender, background, sexual orientation, age and ability.

The school respects and values the linguistic, cultural and religious diversity which exists in our school and in the wider community. We support children in their class for whom English is a second language and incorporate principles of equality and diversity into all aspects of their work. Staff know how to identify and challenge any bias and stereotyping within the curriculum.

Parents are an integral part of our community and we will involve them as much as possible in the joint enterprise of making our children's learning a positive, rewarding and happy experience.

As an inclusive school, we respect and value the diversity of the community we serve and therefore the following guiding principles are pertinent to our school's ethos and vision and are demonstrated through our policy and planning throughout the school.

### Guiding Principles

#### **Principle 1: All learners are of equal value**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

**Principle 2: We recognise and respect difference**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

**Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

**Principle 6: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social; cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay or bisexual people as well as straight

**Principle 7: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010 in relation to sex, race, disability/SEND, religion or ethnic beliefs..

**Principle 8: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

The above principles fulfil the legal obligations as set out in Section 3.

**2. School Context**

**The Characteristics of our school**

Shepherd Primary is a two-form entry, years Reception to Year 4 and one -form entry for nursery and Years 5 and 6, community primary school for children aged 3-11 years. The school can accommodate 450 pupils, which includes 26 places in the morning nursery for three and four year-olds. The school is currently not at full capacity but will be by September 2019 when the school years will be two-form entry. The school was built in the 1930's and benefits from having large classrooms and wide corridors, the two first floor rooms however are identified as an obstacle to equality for wheelchair users or those unable to climb stairs with ease. The school expansion was completed in September 2013 and accessibility was a major concern

in the design of the building. It is all on one level and has wide corridors and entrances.

The school serves a community with a mixed socio-economic background. The mixed make-up of the school is characterised by a number of pupils who are drawn from two wards, Mill End and Maple Cross.

Children that have English as an Additional Language (EAL) has been rising over a number of years as has the number of children with BME.

### **Current Data**

*Data is relevant as of January 2018*

<b>Pupils on roll by their First Language Nursery to Year 6</b>	
<b>Language</b>	<b>Number of Pupils</b>
Arabic	2
Albanian/Shqip	7
Bengali	1
Chinese	2
Czech	1
English	247
French	1
Finnish	1
German	1
Gujarati	4
Norwegian	1
Panjabi	1
Persian	1
Polish	7
Portuguese	3
Romanian	1
Romany	2
Russian	5
Tamil	1
Turkish	4
Urdu	3
Total	297

<b>Characteristic</b>	<b>Total</b>	<b>Breakdown (number and %)</b>
Number of pupils	297	Girls - 133 = 45% Boys - 164 = 55%  Nursery Girls 16 Boys 10 Reception Girls 19 Boys 26 Year 1 Girls 19 Boys 23 Year 2 Girls 23 Boys 24 Year 3 Girls 15 Boys 22 Year 4 Girls 15 Boys 26 Year 5 Girls 11 Boys 18 Year 6 Girls 15 Boys 15
Number of staff	44	41 are female - 93 % are female 3 are male - 7% are male
Number of governors	11	6 female - 46% are female 7 male – 54 % are male There are no vacancies -
Attainment on entry		Below average this year
Mobility of school population		Mobility at Shepherd Primary School is greater than the national average. Currently, 31% of our children on role joined between Y1 and Y6, which is greater than the national average of 14.6%.
Pupils eligible for Pupil Premium Funding	58	19.5% of pupils from nursery to Year 6
Disabled staff	0	
Disabled pupils (SEN/LDD)	38	13% of pupils from nursery to Year 6 16% is the national average
Disabled pupils (no SEN)	0	
BME pupils (Black, Minority and Ethnic)	82	28% of the 297 children
BME staff	0	
Pupils who speak English as an additional language	50	18% of pupils from nursery to Year 6
Average attendance rate	95.1%	September 2016 to July 2017
Awards, accreditations, specialist status		Healthy Schools ICT Mark Accredited Investors in People Arts Council University of Hertfordshire Herts Global Sustainable School Award Living the Olympic and Paralympic values

		Active Mark Travel Award Equality Award
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## Significance of Data

### Ethnicity

- 16% of the children have EAL
- Ethnicity of staff does not reflect ethnicity of the children

### Gender

- There are significant differences in the ratio of boys to girls in all years except for Year 6 where there are equal numbers, where there are more boys than girls apart from in nursery where the reverse is true. There is significantly more female staff than male staff. This is below national average where 83.8% per cent of the head count number of full and part-time other support staff were female (school workforce characteristics November 2011) There is gender balance in governance

## Standard Procedures and Processes

NB Please note that all cross reference policies, in the following sections, may be found on our school website. They are: SEN Policy, Equal Opportunities Policy, Accessibility Policy, Inclusion Policy, Anti Bullying Policy and Behaviour Policy.

### The standard procedures and processes of our school – Disability

Under our Special Education Needs policy we endeavour to ensure all children with special educational needs, whether physical, intellectual, social or emotional should, wherever possible, be integrated into mainstream school, having access to appropriate educational provision to allow them to experience a broad and balanced curriculum. The aim is to promote effective learning for each child so that they can attain the highest possible standards throughout the curriculum and in their own personal development.

A detailed Accessibility Policy and Inclusion Policy (please refer to Appendix iii )is in place and it is our belief that all children have the right to be happy and feel fulfilled at school, regardless of their ability or physical capabilities. As part of our commitment to “Every Child Matters”, we will endeavour to ensure that we provide a rich and diverse curriculum, which, within reason, is accessible to all children regardless of their physical or mental capabilities.

The school is built on a largely level site, with access via ramps to main exits. The ICT suite and staffroom are located on the first floor. However, ICT is also taught using a bank of laptops in classrooms, on the ground floor. The governors are committed to renewing and developing all physical resources in the medium and long term and will ensure that physical planning for all new or refurbished areas of the school will adhere to the very latest standards of physical accessibility.



### **The standard procedures and processes of our school – Gender**

Shepherd Primary School aims to create an environment whereby children and staff experience parity of esteem regardless of gender. All staff have a responsibility to eradicate barriers in order to maximise participation and achievement of all. We also have a collective responsibility to ensure classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are not stereotypical. Our recruitment processes are monitored to ensure there is no unlawful sex discrimination.

### **The standard procedures and processes of our school – Ethnicity**

Within Shepherd Primary School's community it is accepted that every person is equally important and that no one has the right to harass, insult, attack or cause offence to any other person for any reason. All members of the school community are individuals, but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person. It is our objective to eliminate unlawful discrimination and to challenge racist attitudes and incidents in all aspects of school life. The Racial Equality Policy provides clear guidance on the school's procedures. It is our intention that we ensure respect for all and that children are prepared for life in a culturally diverse society. We will achieve this through the delivery of the curriculum which recognises the diverse community of Shepherd Primary School.

### **The standard procedures and processes of our school – Community Cohesion**

Shepherd Primary School aims to create the conditions whereby children, staff and parents experience parity of esteem, regardless of gender, colour, ethnic or national origin, ethnicity, disability, age, sexual orientation, socio-economic background, religious beliefs, family circumstances or other irrelevant distinction. The school recognises that in order to achieve equality of opportunity, certain key principles must be adhered to and guidelines given to ensure the aims are achieved. Through the curriculum such as PSHE, cultural visits and through meeting people from different communities we aim to help children value differences and challenge prejudice and stereotyping. To support the above please also see the Behaviour Management policy, Anti Bullying policy, Home/School Agreement and Code of Conduct.

### **Increasing access to the curriculum**

At Shepherd Primary School, we believe that all pupils regardless of race, gender or disabilities should have equal access to the curriculum in order to achieve their highest potential.

Currently, the SENco, class teachers and teaching assistants collaborate in order to provide resources and support that will enable pupils with a learning disability to participate fully in the school curriculum. A wide range of intervention takes place throughout the school, to enable all children to access the curriculum at the right level for them. Intervention is fluid and is designed to meet the changing needs of the children. Pupil progress meetings are held termly and appropriate intervention mapped out during these sessions.

### **The physical environment**

Shepherd Primary School is in a transitional phase having 3 year groups with two classes and 5 classes with one class each. The school is largely on one level. The main exits either flat or ramp access. There are three toilets suitable for wheelchair access.

### **Information for disabled pupils**

The legislation requires the provision of information in alternative formats to be made within a reasonable period of time and requires taking into account the views expressed by pupils, or by their parents, about their preferred means of communication. Shepherd Primary actively addresses this need.

The school operates an 'open-door' policy where parents are welcome to discuss their children's needs and achievements with the class teacher, the SENco, Early Years Practitioners, Key Stage 1, Key Stage 2, deputy head teacher or head teacher. Where possible, parents and staff have access to information in different formats for example, large print documents.

### **Promoting positive attitudes and equality of opportunity**

The staff and governors of Shepherd Primary School stand against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender or disability. We are committed to promoting understanding of the principles and practices of equality and justice.

Positive attitudes are promoted and developed through whole school celebration of emotional, social, behavioural, sporting, cultural and academic achievement. A greater understanding of diversity and disabilities is gained through the Personal Social Health and Citizenship Education (PSHCE), circle time and whole school assemblies, visitors and workshops and external trips as well as promotion across the school of our Core Values. British values are promoted appropriately throughout the curriculum.

### **Elimination of discrimination and harassment**

All staff, governors, parents and pupils regardless of disability, race, ethnicity, gender and socio-economic background are welcome and are encouraged to participate in the life of the school. The school follows the LA and Governing Body Admission Policies that do not permit gender, race, colour or disability to be used as criteria for admission. The school values diversity amongst the staff. It aims to provide equal opportunity. In all appointments, the best candidate will be appointed, based upon strict professional criteria.

Shepherd Primary School makes every effort to eliminate harassment of any member of the school community. The school recognises that students with disabilities are particularly vulnerable to harassment and bullying from their peers. The anti-bullying policy outlines the procedures that are followed if bullying has taken place.

### 3: Legal Background

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#### **The duties that underpin our scheme**

Our school is committed to meeting its public sector equality duties (PSED) as detailed below. We understand that the duties apply to service delivery, employment and staff management as well as policy development and implementation.

#### **Our General Duty under the Equality Act 2010:**

The purpose of this scheme is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

#### **The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty ( PSED). The specific duties require schools to:**

- Publish annually information quantitative and qualitative, showing compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that furthers the aims of the equality duty.

#### **Protected Characteristics**

The Equality Act 2010 protects pupils and staff from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age\*
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership\*

\*For staff only

## Disability

The disability provisions in this Act are different from those for other protected characteristics in a number of ways, including a more complex definition of what constitutes discrimination. Schools may and must often treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to ensure that a disabled pupil can benefit from what they offer to the same extent that a pupil without a disability can.

At Shepherd Primary School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Please refer to the Accessibility Plan 2014 for further guidance.

## Community Cohesion

Community Cohesion supports good practice in educating pupils about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

## 4: Roles and Responsibilities and Publish information

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The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### Commitment to implementation

- Claire Foad - the head teacher for ensuring that the action plan is delivered effectively.
- Every 12 months (summer term) there will be a report on equality and diversity to the Governors at the Full Governors July Meeting

*All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.*

### Responsibly for

Single Equality Scheme	Sarah Freuchen - SENco
Disability equality (including bullying incidents)	Claire Foad – head teacher Rebecca Whiteman – deputy head teacher Sarah Freuchen - SENco
SEND (including bullying incidents)	Claire Foad – head teacher Sarah Freuchen - SENco
Accessibility	Claire Foad – head teacher Zelie Tims – Business Manager

	Sarah Freuchen - SENco
Gender equality	Claire Foad – head teacher Rebecca Whiteman – deputy head teacher Sarah Freuchen - SENco
Ethnicity equality	Claire Foad – head teacher Rebecca Whiteman – deputy head teacher Sarah Freuchen - SENco
Participation in all aspects of school life	Claire Foad – head teacher
Impact assessment	Sarah Freuchen - SENco
Policy review	Sarah Freuchen - SENco
Communication and publishing	Sheila Anderson – Admin Manager

### **Commitment to review**

The school equality scheme will be aligned to the School Development Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### **Commitment to publish**

The school is committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish annually a summary document, plus an update consisting of impact assessment results, progress made refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.

At Shepherd Primary School equality information will be available on the school website in the Autumn term of each year.

### **Commitment to action**

#### **The Governing Body is responsible for ensuring that:**

- The school complies with all equalities legislation relevant to the school community.
- The 'School Equality Scheme' is maintained and up-dated as appropriate.
- The procedures and strategies and actions related to the scheme are implemented.

#### **The Headteacher and Senior Leadership Team are responsible for:**

- Providing leadership and vision in respect of equality and diversity.
- Ensuring that the 'School Equality Scheme' is implemented.
- Ensuring that the 'School Equality Scheme' and all relevant facets are reviewed, in terms of impact on an annual basis and that appropriate information is published on the school website.
- Ensuring that all those who enter the school are aware of, and comply with the 'School Equality Scheme'.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.

- Ensuring that appropriate action is taken in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief/non-belief.
- Supporting parents in being involved with their children's education and being mindful of barriers to such involvement.

**All staff are responsible for:**

- Being aware of the school's current 'School Equality Scheme' and procedures.
- Providing a consistent response to incidents, e.g. bullying cases and racist incidents.
- Not discriminating on grounds of race, disability or other equality issues.

**All children are responsible for:**

- Not discriminating on grounds of race, disability or other equality issues
- Reporting any racist incident or act of discrimination in which they are directly or indirectly involved in school.
- Understanding, valuing and celebrating diversity.
- Treating others as their equals.

**All parents are responsible for:**

- Their children's education.
- Being aware of the school's current 'Equality Scheme' and procedures.
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils and staff and senior management including governors.
- Understanding the ethos of the school and becoming involved in school life in terms of open days, extended services and parent evenings for example.

**Equality of Opportunity**

The school operates equality of opportunity in its day to day practice in the following ways:

**Teaching and Learning**

Our aims for the school are based on our agreed values and inform our vision for the school. These are to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life ;
- Motivate all children with a broad and challenging curriculum ;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

**Admissions**

We seek to be an inclusive school, welcoming children from all backgrounds and abilities and a child's level of ability is irrelevant to our admissions policy.

Our governing body applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998

introduced a new framework for school admissions as of September 2000. This was later revised in the Education Act of 2002. Our Admissions policy conforms to the regulations that are set out in that Act and are further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice. These were revised in January 2003 and come into force in September 2004.

Admission to our school is managed by Hertfordshire County Council

### **Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion and follows the statutory guidance on exclusion (DfE, September 2012) in any decision to exclude a child from school.

### **Equality and Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief or age. With regard to disability, we make such reasonable adjustments as are necessary in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. It should also be noticed that;

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

## **5: Engagement – Participation and Involvement**

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Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, and parents and others with particular interests in the development of this scheme.

This document was originally developed by Sarah Freuchen the school's Special Needs Co-ordinator (SENco) in conjunction with the Business Manger, Zelig Tims. It will be reviewed as appropriate. Consultations on equality of ethnicity have been made with parents for whom English is an additional language as well as an Equality questionnaire which covers all duties, disability, gender, ethnicity and community cohesion for staff and governors. Similar questionnaires will be distributed on an annual basis asking for feedback on actions and their impact. Views and suggestions that were made in consultations have been used to determine priorities that will be addressed in the three-year action plan. We will continue to consult the various

stakeholders on this scheme and on our policies (see our Equality Scheme Action Plan).

At Shepherd Primary the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

- Yearly questionnaires;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.

At Shepherd Primary the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and action plan:

- Feedback through an annual questionnaire to parents and carers
- Feedback through the Governing Body meetings;
- Feedback through the PTA meetings;
- Feedback from adults visiting the school in a professional capacity.
- Feedback from pupil voice

The school community will be involved in reviewing the Equality Scheme actions. We will vary the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard from the different groups within the community. Actions will be reviewed yearly and changed if appropriate to reflect the needs of the school.

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

### **Implementation of Policy**

This scheme is supported by the Equality Scheme action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in the School Self-evaluation Form (SEF).

## **6: Equality Impact Assessment**



All school policies will be equality impact assessed with regard to the nine protected characteristics as appropriate at the time of review and issues arising will be carried forward into the Equality Scheme action plan.

Assessment data in relation to the protected characteristics will be used to help analyse the effects of policies and actions from the plan.

Equality impact assessments will be carried out through the analysis of the questionnaire feedback which will be detailed in our action plan. If any issues are brought to light through this analysis this will then form part of our action plan. Equality impact assessments help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). Equality impact assessments help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

## **7: Our School's Equality Objectives**

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Our Equality objective setting process has involved gathering evidence from a number of sources

- Listening to parents' views through formal and informal discussions – parents' evenings, Online surveys, meetings and discussions through our 'open door' policy
- Listening to pupils through pupil voice, School Council and discussions with staff and through curriculum opportunities
- Listening to staff through staff meetings and weekly briefings to performance management meetings and more informal discussions between members of staff
- Listening to external professionals and other members of the community who come to the school
- School attainment and progress data
- Attendance data
- RAISEonline
- LA Standard and focus visits

### **Equality Objectives**

- To increase the number of boys who achieve GLD (Good Level of Development) at the end of EYFS (Early years and Foundation Stage), so it is in line with the girls achievement
- To continue to support children on the SEND register to ensure progress with appropriate intervention that is planned and monitored effectively.
- To improve attendance for all so that it is in line with Dfe recommendation of 96%
- To continue to promote a caring and safe environment for the whole community.
- Improve progress of most able children, including most able disadvantaged children in KS2

## Action Plan 2017-2020

Equality objectives	Protected Characteristics	Actions	Responsibility	Success	Timing	Review date
To increase the number of boys who achieve GLD (Good Level of Development) at the end of EYFS (Early years and Foundation Stage), so it is in line with the girls achievement.	Gender	Provide more opportunities for interests of boys in the setting Focus on engaging with boys	EYFS team CF RWh SF	Boys are in line with the achievement of girls in GLD	Ongoing	July 2018
To continue to support children on the SEND register to ensure progress with appropriate intervention that is planned and monitored effectively.	SEND Gender	To maintain the vigorous monitoring of children's progress and the implementation of suitable interventions with SMART targets	CF RWh SF Class teachers	SEND children to continue to make strong progress	Ongoing	July 2018
To improve attendance for all so that it is in line with Dfe recommendation of 96%	All	Promote the importance of good attendance through newsletters and assemblies Work with AIO to support parents further	CF SF	Attendance rate increases and less children have an attendance rate of 95% The number of persistent attendees is reduced.	Ongoing	July 2018
To continue to promote a caring and safe environment for the whole community.	All	The ethos of this environment remains paramount with training up-to-date and relevant	CF RWh SF Class teachers	Safeguarding to remain an important aspect of school life with training up-to-date A weekly Safeguarding question at the morning briefing Informing staff of current changes	Ongoing	July 2018
Improve progress of most able children, including most able disadvantaged children in KS2	SEND Gender	Focused groups for more able pupils Support from The Reach for more able mathematicians	CF RWh SF Class teachers	Progress to be at least 4 steps or above	Ongoing	July 2018

