

School Equality Statement: Equality Schemes, impact of policies and practice

Equality Duty Objectives Action Plan: 2016 17

Priority	Actions
Close the gap between pupils making less than satisfactory progress; particular focus on Special Needs, English as Additional Language, Pupil Premium and other disadvantaged pupils	<ul style="list-style-type: none"> ➤ TA in every classroom supporting quality teaching, learning and progress of disadvantaged pupils in English and Maths ➤ SENCo to coordinate and guide provision for children with SEND – supported by named Governor and SEND register ➤ Pupil Premium Champion and Learning Mentor to coordinate and guide provision for other vulnerable and disadvantaged children – supported by named Governor and Vulnerable Children Register ➤ Differentiated phonics groups across Key Stage 1 supported by Phonics into Writing ➤ Systemic (and targetted) support for Speech and Language with staff CPD to support individuals and groups – including blank level questioning, preteaching of vocabulary, mind maps etc ➤ Systemic (and targetted) support for Physical Development to support individuals and groups – including TopStart, Sensory Circuits, Fizzy and the PE intervention Fizz Kids ➤ Marking and feedback policy active with mentoring time every morning led by Teachers, TAs and peers – typically 20% of children daily.
Accelerate achievement in writing	<ul style="list-style-type: none"> ➤ 3 phase planning in English with clear non negotiables ➤ Reading Eggs for all pupils to boost exposure and reading enthusiasm for all ➤ Targetted work to develop reading comprehension to improve writing ➤ Focussed support for Grammar, Punctuation and spelling
Boost achievement of more able disadvantaged pupils across Key Stage 2 especially in Maths and Writing	<ul style="list-style-type: none"> ➤ CPD to develop higher level questioning ➤ Careful tracking of pupil progress to drive provision ➤ Routine planning for problem-solving and fluency in Maths so all children access it ➤ Planning for higher ability pupils to work independently during whole class input and then return for high quality adult input
Adapt Emotional and Learning Environment to be inclusive and supportive	<ul style="list-style-type: none"> ➤ All classrooms to have working walls in Maths and English to develop skills and expertise and support independent learning ➤ Entrances ramped where possible – clear access routes, low door released, disabled toilets ➤ Relationships and Behaviour Policy robust – use of restorative approach and clear systems of behaviour management
Support children with Medical Needs to access a broad and balanced curriculum using appropriate support	<ul style="list-style-type: none"> ➤ Provide and use materials to access learning eg chairs, wheelchairs, writing slopes, sensory cushions, sensory circuits, rest areas ➤ Clear policy to support children with Medical needs and named person and Medical needs register ➤ Clear protocols negotiated with medical professionals to support access of children with medical needs ➤ Intimate care policies in place
Boost self-esteem and emotional regulation of children with difficulties	<ul style="list-style-type: none"> ➤ Pupil Premium Champion and Learning mentor to support and monitor ➤ Play Therapist and Music Therapist to support as required ➤ CPD for Trauma and Attachment difficulties ➤ Special Needs support as required

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The Legal framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, ***we are guided by nine 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.

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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: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

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

Principle 7: 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 people as well as straight.

Principle 8: 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.

Principle 9: 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 curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

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Ethos and organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions⁴
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are
- directed towards religious groups and communities, for example
- antisemitism and Islamophobia, and those that are directed against
- Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance for staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

- The *governing body* is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- A *member of the governing body* has a watching brief regarding the implementation of this policy.
- The *headteacher* is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- A *senior member of staff* has *day-to-day responsibility* for co-ordinating implementation of the policy.
- *All staff are expected to:*
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles in
 - paragraph 4 above
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

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Information and resources

- We ensure that the content of this policy is known to *all staff and governors and, as appropriate, to all pupils and their parents and carers.*
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and review

- We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

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