

MICKLEOVER PRIMARY SCHOOL

Name of Policy: Equality Statement & Objectives

Date of Policy: October 2019

Member of Staff responsible: L Gerver

Review date: October 2020

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Equality Statement & Objectives

OUR SCHOOL COMMITMENT

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

At Mickleover Primary School our aim is to develop the citizens of tomorrow by:

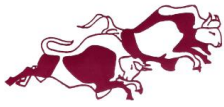
- Ensuring that everyone is treated fairly and respectfully.
- Making our school a safe and secure place for everyone.
- Recognising that people have different needs and we understand that treating people equally does not always involve treating them the same.
- Ensuring that no one experiences less favourable treatment or discrimination because of:
 - Age
 - Disability
 - Ethnicity, colour or national origin
 - Gender or gender identity (reassigned or plan to reassign)
 - Marital or civil partnership status
 - Being pregnant or having recently had a baby
 - Religion or belief
 - Sexual identity and orientation
- We recognise that some pupils need extra support to help them achieve and be successful.
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

AIMS AND VALUES

The curriculum we teach enables our pupils to become:

Successful learners who enjoy learning, make progress and achieve,
Confident individuals who are able to live safe, healthy and fulfilling lives,
Responsible citizens who make a positive contribution to society.

Our curriculum enables the children to develop the skills of resilience, collaboration, reflectiveness, perseverance, problem solving, team work and independence. Alongside this, the British Values of tolerance, mutual respect, democracy, rule of law and individual liberty are also taught.



Our duties are to:

- Promote community cohesion (under the Education and Inspections Act 2006)
- Eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

We also recognise the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population and achievement outcomes.
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

INFORMATION ABOUT THE PUPIL POPULATION

Number of pupils on roll at the school: 421

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment' which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

There are pupils at our school with different types of disabilities and these include:

- Autism;
- Speech Language and Communication Needs;
- Hearing Impairment;
- Severe Allergies
- ADHD
- Attachment

Ethnicity

The main ethnic categories in the school are White British, Indian and Pakistani.

Religion and Belief

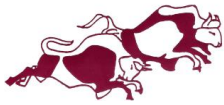
Over half of our school population specify no religion or no specific religion. Of the remaining pupils, approximately 47% are Christian, 18 % are Muslim, 9% Sikh, 5% Hindu and 18% specify 'other'.

Information on Other Groups of Pupils

We aim for all our pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

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Pupils from lower income households

	Total	Percentage of school population
Number of pupils currently eligible for free school meals (or in the past 6 years)	44	10.54%

Pupils with Special Educational Needs or Disability (SEND)

These figures include Reception	Number of pupils	Percentage of the school population
No Special Educational Need	366	87%
SEND support	53	12.5%
EHCP	4	0.9%
SEND monitoring	7	1.6%

Pupils with English as an additional language (EAL)

There are different languages spoken by pupils in the school, including English

	Total	Percentage of school population
Number of pupils who speak English as an additional language	72	17%

Young Carers

We are aware that some children may be young carers and are alert as to the signs that this may be the case.

Other vulnerable groups

- There are a number of children who are on our pastoral care register;
- We provide therapy and support for children with emotional difficulties;
- There are a number of children with severe and complex needs, including autistic spectrum disorder, attachment, global delay and speech and language difficulties.

OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published equality objectives. See Part 6 of this document.

We were slightly under our target of 97% at 96.9%. Pupil groups were also under the 97% target:

PP children 96.6 → 97%

SEN children 96.5 → 97%

There will be a focus on improving the attendance of these groups in 2019-20.



HOW WE HAVE DUE REGARD TO EQUALITY

We are committed to working for the equality of all our pupils. To meet our duty, to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

Related policies in place are anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, gifted & talented and SEND;

- Accessibility plan for the disabled;
- Exclusions are monitored and reported;
- Incidents of harassment are recorded;
- Staff and governors have regular safeguarding and SEND training;
- Authority complaints procedures are followed;
- Non-discriminatory employment practice is adhered to;
- There are staff and pupil codes of conduct;
- Teaching targets needs and there is training on differentiation and challenge;
- EAL strategies are employed and resources targeted.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

- We provide equal access to all areas of the curriculum and provide support where necessary;
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.

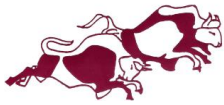
We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Providing equal access to all areas of the curriculum;
- Providing additional support and resources as and when necessary;
- Supporting disabled learners and staff by meeting their individual needs;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them;
- Providing adequate training for all staff;
- Tracking and monitoring identified groups and their access and performance.

Foster good relations and community cohesion by:

- Involving parents of those children to develop understanding of how they may help their children at home;
- Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities;
- Providing an anti-prejudice curriculum which is incorporated into PSHE, Citizenship and Spiritual Moral Social and Cultural (SMSC) and which celebrates difference and diversity;
- Ensuring that pupils learn about the experiences of disabled people and how they may encounter prejudices;
- Providing policies, systems and procedures that promote tolerance and tackle prejudice, eg, Behaviour Policy, Anti-Bullying Policy, E-Safety Policy, Safeguarding Policy;



- Monitoring and ensuring equal access to after school clubs and pupils with SEND, if this is deemed beneficial for their well-being.

What has been the impact of our activities? What do we plan to do next?

- 5/9 pupils on the SEND register passed the Year 1 phonics check (2019), compared to 46.5% locally. During the year 2019-20 the 4 pupils who didn't achieve the benchmark in phonics will access phonic intervention.
- At the end of KS1 2019, SEND pupils achieved the following: Reading: 62.5% achieved expected compared to 30% locally; in writing, 37.5% achieved expected compared to 21% locally; in maths 37.5% achieved expected compared to 33% locally. During the year 2019-20 we aim to sustain and improve the number of SEND pupils achieving the expected standard.
- At the end of KS2, SEND pupils achieved the following: 50% attained expected standard in reading compared to 36% nationally; 37.5% achieved the expected standard in writing compared to 33.8% nationally; 63.5% achieved the expected standard in maths compared to 40.4% nationally. During the year 2019-20 we aim to maintain the attainment of SEND pupils.

Ethnicity and race (including EAL learners)

Summary Information:

- We have a range of languages spoken in the school and there are a variety of cultures;
- Our pupils are very respectful of each other's ethnicities and cultures.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

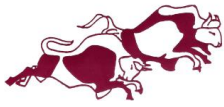
- Assessing attainment and progress with regard to ethnic groups on a termly basis to ensure pupils who are falling behind are targeted for support as soon as possible;
- Conducting regular pupil surveys.

Foster good relations and community cohesion by:

- Following a curriculum that supports pupils to understand, respect and value difference and diversity;
- Ensuring that the curriculum challenges racism and stereotypes;
- Holding events such as enrichment days with a global theme;
- Ensuring that all ethnicities are made to feel welcome and included;
- Offering support and information for parents;
- Involving parents, carers and families, where possible, in participating in enrichment activities;
- Ensuring Mickleover FOMPs (PTA) is open to all and positively promoted to our parents from different ethnic groups.

What has been the impact of our activities? What do we plan to do next?

- 93% of our EAL children passed the Year 1 phonics check (2019), which is above national (83.7%).
- At the end of KS1 (2019), 89% of our EAL pupils achieved the expected standard in each of reading, writing and maths compared to 69%, 65% and 73% locally.



- At the end of KS2, 75% of our EAL children achieved the expected standard in reading, writing and maths. This is above the national average of 65%.

During the academic year 2019-20, we aim to maintain high standards of attainment for our EAL pupils in all key stages.

GENDER

Summary information:

- The progress and attainment of boys and girls is monitored regularly;
- Boys and girls are consulted on issues which may affect their underachievement or well-being through class and school council, surveys.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Monitoring the attainment of all pupils by gender;
- Setting targets to improve the attainment and rates of progress of particular groups of boys and girls;
- Identifying and addressing barriers to the participation of boys and girls in activities;
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress – fathers and male carers are particularly welcomed.

Foster good relations and community cohesion by:

- Ensuring we respond to any sexist bullying or sexual harassment;
- Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes;
- Ensuring the inclusion of positive, non-stereo-typical images of women and men, girls and boys across the curriculum.

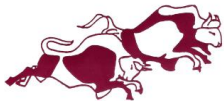
What has been the impact of our activities? What do we plan to do next?

- 97% of boys and 83% of girls passed the Year 1 phonics check (2019), which is above/in line with national figures.
- At the end of KS1, boys achieved the following: reading 94%, writing 80% & maths 80%; we do not have any national data to compare against. Girls achieved the following: reading-93%. Writing-84%, maths -84%. Our aim for 2019-20 is to maintain the high standards achieved this year.
- At the end of KS2, 74% of boys (national 60%) achieved the expected standard in reading, writing and maths compared to 86% of girls (national 70%). In 2019-20 we aim to raise the attainment of the boys in writing to help narrow the gender gap.

Religion and Belief

Children come from a variety of religions such as Christian, Muslim and Hindu.

We promote this diversity and promote understanding and acceptance of all pupils and their families regardless of their religion and belief.



We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Studying all major religions and beliefs;
- Building on children’s cultural backgrounds to develop understanding of themselves and others.

Foster good relations and community cohesion by:

- Our curriculum, especially in RE and PSHE, supports pupils to be accepting of one another’s lifestyles and beliefs, as well as exploring shared values;
- Enabling pupils to develop respect for others and helps to challenge prejudice and discrimination;
- Holding special assemblies to mark religious festivals;
- Visiting local places of worship;
- Tackling any form of bullying based on religious discrimination;
- Tackling prejudices relating to racism and xenophobia.

What has been the impact of our activities? What do we plan to do next?

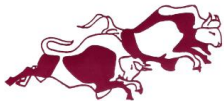
- Our children are very tolerant of one another’s beliefs;
- We have a clear set of values that underpins our ethos;
- Pupils and parents of different faith groups feel valued and respected.

Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives. We aim to address areas where we need to take action to improve equality and tackle disadvantage

We will regularly review the progress we are making towards meeting our equality objectives.

Objective	How?	Success criteria
At least 50% of children on the SEND list to pass the phonics check.	Targeted intervention	
To maintain high standards of attainment by EAL pupils in all key stages	Targeted interventions across the school where necessary. Increased TA and teacher knowledge about their EAL children. Pupil progress meetings to track progress	EAL pupils achieve in line with non-EAL pupils
To raise the attainment of boys in writing at KS2	Regular monitoring and pupil progress meetings Targeted interventions by the class teacher	To reduce the achievement gap



CONSULTATION AND ENGAGEMENT

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Questionnaires;
- Pupil questionnaire;
- Newsletters;
- Class and School Council

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
School Council	Pupils	Raising aspirations for all pupils but particularly PP & SEND	Arts theme week. Parents involved in giving talks throughout school regarding careers in the arts
Mental Health Lead	Parents	Questionnaire regarding parents' perception of how we, as a school, deal with mental health	Questionnaires given to parents

RECORD OF HOW WE HAVE CONSIDERED EQUALITY ISSUES WHEN MAKING DECISIONS

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of these decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Feb 2019	SEND policy	SEND Reform 2014	Training/information; Structured conversations to include parents and pupils more effectively; New proformas for children with SEND, including pupil passports, considering individual needs more carefully.
Jan 2019	Accessibility Policy	Equality of access to the school site and all	No changes required



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		areas of the curriculum.	
Nov 2018	Child Protection & Safeguarding	Ensure that all staff have the relevant training, so that all children will receive a similar response when speaking to an adult about an area of concern.	SLT level 3 and 4 training up to date. Level 2 training for all staff

OUR EQUALITY OBJECTIVES

Objective	How?	Success Criteria
To continue to improve attendance, particularly of Pupil Premium and SEND children	Rigorous monitoring, follow-up and support from the Inclusion TA.	Attendance of all groups to be 97%.
To reduce the gender gap in writing at both expected and greater depth across the school	Specific intervention Writing conferences	Gender gap in these areas is reduced by at least 10%

RELATED POLICIES

Accessibility Plan
 Accessibility Policy
 Anti-Bullying Policy
 Attendance Policy
 Behaviour Policy
 Disability Equality Scheme
 Inclusion Policy
 Race Equality Policy
 RE Policy
 SEND policy