

Federation of Wallisdean Pre-School, Infant School & Junior School Equality Policy

(including Equality Information and Objectives)

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Schools' Context

Wallisdean Infant School (taken from Ofsted Inspection Reports December 2014)

- Wallisdean Infant School is smaller than the average-sized primary school. Most pupils attend from the local area
- All pupils are taught in single-age classes.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- The proportion of disadvantaged pupils supported by the Pupil Premium is considerably above that found in most schools.
- Most pupils are of White British heritage.

Wallisdean Junior School (taken from Ofsted Inspection Reports November 2017)

- Wallisdean Junior School is smaller than the average-sized primary school, but is growing in size.
- The school has a specially resourced provision for pupils who have hearing impairment ... these pupils are taught in mainstream.
- The great majority of pupils are from White British backgrounds. The largest proportions of other pupils are of Pakistani, Indian or other Asian heritages.

- The proportion of pupils for whom English is an additional language is well below that seen nationally.
- The proportion of pupils eligible for free school meals is above the national average.
- The proportion of pupils who have SEN and/or disabilities is higher than that seen nationally. The proportion of pupils with an education, health and care plan is well above the national average.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whatever their home background
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, ie from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (eg duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix A to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff

- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Executive Head teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: March 2018

Date for policy review: Spring 2022

*NOTES:

The schools must re-publish equality information contained in Appendix A and Appendix B annually.

The schools must review their equality objectives (contained in Appendix A and Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information.

The Federated Governing Body of Wallisdean Infant & Pre-School and Wallisdean Junior School

Equalities Information and Objectives March 2019

Scope: The following information outlines how our Wallisdean schools have engaged with and applied the duties as outlined within The Public Sector Equality Duty 2011. The legislation has three aims under the general duty for schools. At the Wallisdean schools we actively work towards:

- 1) the elimination of unlawful discrimination, harassment and practices and any other conduct prohibited by the Act.
 - 2) continuing to advance equality of opportunities between people who share a protected characteristic and those who do not.
- 2018) fostering good relations between people who share a protected characteristic and those who do not.

As a Federation we have considered how well we currently achieve these three aims in reference to the protected groups as outlined in the Equalities Act, formerly: Race, Disability, Gender, Gender re-assignment, Age, Pregnancy & maternity, Marital Status, Sexual Orientation, Religion and Belief. We have positively examined how we engage with the protected groups, and developed action plans where needed.

The following pupil related information offers the opportunity to look at our current attainment in relation to equality in our infant and junior schools (Table A and Table B). We have identified evidence of equality already formally based within our policies and practices, supporting the identification of gaps and to further develop our Schools' Development Plan.

Table A – Wallisdean Infant School

Information	Evidence	Action/ comments
Attendance	Autumn Term 2018 97.14% attendance 38 pupils x 100% attendance for 1 term 10 pupils x 100% for 2 consecutive terms 5 pupils x 100% for 3 consecutive terms 14 pupils x 100% for 4 consecutive terms. 1 pupil x 100% for 5 consecutive terms. 3 pupils x 100% for 7 consecutive terms.	Continue with Attendance Reward schemes and letters to parents. Parent Support Worker and Admin Officer supports families at the early stages of concerns. Continue with the home/school parent contract – which has been amended to reflect the current DfE statutory guidance on attendance.
Attainment & Gender	2018 Analyse School Performance data	In the 2018 End of KS1 assessments the percentage of children attaining highly in Reading, Writing and Maths has remained significantly above national expectations. In 2018 attainment of the expected standard in Writing was

		<p>above average and in the highest 10%.</p> <p>In Reading 90% of boys achieved at least expected standard compared to 85% of girls. Nationally 71% of boys achieved at least expected standard compared to 80% of girls. .</p> <p>In Writing 80% of boys achieved at least expected standard compared to 89% of girls. Nationally 63% of boys achieved at least expected standard compared to 77% of girls.</p> <p>In Maths 87% of boys achieved at least expected standard compared to 89% of girls. Nationally 75% of boys achieved at least expected standard compared to 77% of girls.</p> <p>In the 2018 Year 1 Phonics screening check, 76% of boys achieved the expected standard compared to 80% of girls. Nationally 79% of boys achieved at least expected standard compared to 86% of girls.</p>
FSM	2018 Analyse School Performance data	<p>In the 2018 End of KS1 assessments Free School Meal (FSM eligible) children achieved above National in all Reading and Writing and the same as National in Maths .</p> <p>Non FSM pupils achieved above National in all areas.</p> <p>In the 2018 Year 1 Phonics screening check, 57% of Free School Meal children achieved the expected standard.</p>
EAL	2018 Analyse School Performance data	<p>In the 2018 End of KS1 assessments Pupils with English as a First Language (EAFL) achieved above the National in all areas.</p> <p>100% of Pupils with English as an Additional Language achieved at least expected standard in Reading, Writing and Maths.</p> <p>In the 2018 Year 1 Phonics screening check 100% of Pupils with English as an Additional Language achieved the expected standard which is above national percentage.</p>
SEN	2018 Analyse School Performance data	<p>In the 2018 End of KS1 assessments there were no children with EHCP's. In the 2018 Year 1 Phonics screening check 100% of Pupils with an EHCP achieved the expected standard which is above national percentage</p>

Objective 1: To continue to close the gap between girls' and boys' achievements. This will be evidenced through the validated assessment data.

Objective 2: To increase the percentage of children achieving expected standard in the Year 1 Phonics Screening Check particularly FSM children. This will be evidenced through the validated assessment data.

Information and Objectives reviewed annually

FGB Ratified : 27 March 2019

Table B – Wallisdean Junior School

Information	Evidence	Action/ comments
Attendance	<p>Spring 2018 Attendance is 97.21% Authorised absence 2.43% Unauthorised absence 0.36% Persistent absence 1.74%</p> <p>This represents significant improvement from the previous year.</p>	<p>Continue with Attendance Reward schemes and letters to parents. Half termly meetings to discuss attendance and punctuality concerns. Admin Assistant and Parent Support Worker roles support families at the early stages of concerns. Continue with the home/school parent contract – which has been amended to reflect the current DfE statutory guidance on attendance.</p>
Attainment & Gender	<p>Data from Analyse School Performance In 2018, progress and attainment in reading, writing and mathematics was below national. The progress and attainment of girls was higher than boys in reading, writing and maths.</p>	<p>School Development Plan key areas relate to raising attainment and progress across the school. Continue with analysis of each cohort and identify children not making expected progress, or attaining at Age Related Expectations. Plan actions through Progress Meetings. Review through staff and leadership meetings. Support from Local Authority.</p>
Disadvantaged	<p>Data from Analyse School Performance School has a higher proportion of Disadvantaged Pupils than national. Progress and attainment for Disadvantaged pupils is below national and below the cohort in reading, writing and maths.</p>	<p>School Development Plan key areas relate to raising attainment and progress across the school. Continue with analysis of each cohort and identify children not making expected progress, or attaining at Age Related Expectations. Plan actions through Progress Meetings. Review through staff and leadership meetings. Support from Local Authority.</p> <p>Additional support through Pupil Premium funding.</p>
SEN	<p>Data from Analyse School Performance School has a higher proportion of children with SEN than national. Progress and attainment is below national. Children with SEN have lower attainment and progress than cohort in writing and maths. In reading, children with SEN make better progress than the cohort, although their attainment is lower.</p>	<p>School Development Plan key areas relate to raising attainment and progress across the school. Continue with analysis of each cohort and identify children not making expected progress, or attaining at Age Related Expectations. Plan actions through Progress Meetings. Review through staff and leadership meetings. Support from Local Authority.</p> <p>New tracking system in place for pupils with SEN not working at ARE.</p>

		Interventions planned by Inclusion Leader.
EAL	Data from Analyse School Performance Children with EAL have higher attainment than national figures. In reading, writing and maths, children with EAL make better progress and attain higher than the cohort. Children with EAL make better progress than national in writing.	School Development Plan key areas relate to raising attainment and progress for all pupils across the school.

Objective 1: To continue to close the gap between girls' and boys' achievements. This will be evidenced through the validated assessment data.

Objective 2: To close the gap between achievement of disadvantaged and non-disadvantaged pupils. This will be evidenced through the validated assessment data.

Information and Objectives reviewed annually

FGB Ratified : 27 March 2019