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| <b>Aldryngton Primary School</b> |           |   |           |  |
| <b>Policy</b>                    | <b>S9</b> | <b>Public Sector Equality Duty Statement and associated action plan</b> |           |   |
| Approved                         | July 2023 | Signed  |           |   |
| Minute                           |           | Chair, Curriculum and Safeguarding Committee                            |           |   |
| Review                           | Annual    | Next review   | July 2024 |   |

Public bodies such as schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation and this statement sets out how we endeavour to achieve this at Aldryngton Primary School. Of course, we consider this to be not just a legal duty but a moral one as well. A belief in the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos which underpins everything we do in school.

The Equality Act makes explicit our responsibility to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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.

In this respect, a protected characteristic could be any one of a multitude of factors that are shared by particular groups of people, but will include characteristics such as race, disability, sex, age, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and gender reassignment. Central to a commitment to fulfil this responsibility is a recognition that all groups with protected characteristics fall within the compass of the human race as a whole, and who by definition therefore have equal status and equal rights.

We also seek to recognise that the way in which we treat people is linked to the way we treat the environment in which we live, and the other species who share the planet with us. We do not see compassion and consideration as finite resources, and the equal treatment of people can and should serve as an exemplar of our commitment to, and responsibility for, the wider world. As a school, we are in the privileged position of supporting equality in our current practices, whilst also helping children to develop and embed the principles of equality and responsibility that will best promote this in the longer term.

### Objectives

Our equality objectives are based on the principles of human rights and human dignity, and can be summarised as follows:

- To ensure that the school retains a culture of advancing equality both in its policies and its practices
- To develop the children's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs

- To deepen an understanding among all children and staff of the strengths and needs of all protected characteristic groups
- To continue to seek ways in which the culture, policies and practices within school can be further improved to advance equality and to eliminate discrimination
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

### **Principles into Practice**

Our commitment to our equality duties is demonstrated by the following means:

- When reviewing policies in school, we take into account any relevant equal opportunity implications. The school's key policies are kept updated on our website, and all our policies are available by request at the school office.
- We regularly analyse the progress and attainment of all children in the school, including that of specific pupil groups. We explore possible reasons for variations in performance of different pupil groups and put additional provision in place. We recognise that there are often complex circumstances around a child's underperformance, which should not be attributed to the particular needs of any protected characteristic group/s.
- All aspects of the curriculum are open to all children, and we will always make adaptations where necessary to accommodate the particular needs of a child or group of children.
- We model the British values of respect and tolerance to all people, irrespective of characteristics, and we consider it our moral duty to promote and develop this understanding and good practice in the children themselves. When a child demonstrates intolerance or disrespect with regard to the characteristics of another person, we will work with that child to strengthen their understanding of why their behaviour or language has not been appropriate. In line with our teaching of the academic curriculum, we believe that education is by far the most effective response to incidents of intolerance or disrespect.
- We promote a culture in which children feel comfortable sharing concerns and worries with adults in school. Although worries can affect all children, those in protected characteristic groups can face greater barriers than their peers do. Three principles are at the heart of our approach to supporting children with their concerns. Firstly, a recognition that what might seem like a small issue to an adult can feel hugely important to a child, so that we listen to the *root* of a child's anxiety rather than what might be its surface manifestation.

Secondly, we encourage children to develop the language and understanding of complex emotions, so that they are better able to articulate what they are feeling. If a child cannot explain what it is that is distressing them, they are less likely to seek help. Children in certain protected characteristic groups may need greater levels of support in developing these skills.

Thirdly, we place great emphasis on the development of strong relationships between all adults and children in the school, based on mutual trust and respect. Consequently, when a child feels vulnerable or worried, they are able to choose, from a number of adults that they know well, the person they feel most comfortable approaching.

- We also seek to promote a culture in the school that recognises the needs of staff members, whether this is in terms of emotional support, time off to attend family events or medical appointments, or requests for changes in working arrangements. We acknowledge that individual needs of staff members can sometimes be directly linked to their membership of a protected characteristic group.
- We also promote a culture in which parents feel comfortable to approach the school with concerns or difficulties, which again can sometimes be linked to their membership of a protected characteristic group. In addition to increasing parents' confidence in approaching the school with issues that may relate to protected characteristics, the strong relationships between staff and parents has helped to develop a culture where the strengths and needs of protected characteristic groups are understood, acknowledged and valued.
- The school refers to a calendar of world festivals and dates that are important for a range of protected characteristic groups. This supports our planning for key events in school, as well as raising our awareness of moments in the year that are important for children, staff and families across a wide range of protected characteristic groups.

This Statement was drawn up and agreed by the governing body - May 2021

It has links with the following policies / documents:

- Equal opportunities
- Accessibility Plan
- British Values Statement
- Staff Code of Conduct
- Staff leave of absence
- Attendance
- Safeguarding
- Special Educational Needs and Disability
- Personal, Social and Health Education Policy (PSHE) Policy (including Relationships and Sex Education)

**Aldryngton Primary School - Equality Action Plan 2021-2025:**

| Group                | Targets   | Planned Actions (Set Summer 2021)  | Progress (Summer 2022/ Summer 2023)   |
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| Disadvantaged Pupils | To ensure that all disadvantaged pupils can make good rates of progress and in line with all pupils in the school.                                  | <p>Introduction of disadvantaged tracker to track the progress of pupils individually.</p> <p>Use of resources such as Education Endowment Federation and Visible Learning when planning specific interventions and actions.</p> <p>Use of Pupil Premium strategy to identify specific barriers and planned actions to address these.</p> <p>Assigned member of SLT (Deputy Head) to specifically oversee this strategy.</p> <p>Use of Curriculum and Safeguarding Committee for additional challenge and scrutiny of data and plans for disadvantaged pupils.</p> | <p>Bespoke provision for disadvantaged pupils where required with use of services as JAC, Foundry College and others where required.</p> <p>Provision based on the individual needs of the child and incorporated into our strategy. Spend prioritised on creating additional mathematics group in two areas of the school this year.</p> <p>Disadvantaged pupils are making strong rates of progress in year with at 87% making expected progress or better in reading and writing. 93% of disadvantaged pupils are making expected progress or better in mathematics.</p> <p>Additional mathematics group has run in all areas of the school in 2022-23. There was a planned overspend within the school budget to facilitate this. The additional mathematics group has led to 50% of disadvantaged pupils making above expected progress in the 2022-23 academic year</p> <p>Disadvantaged pupils have continued to make strong rates of progress in all curriculum areas with 93% making at least expected progress or better in reading, writing and mathematics.</p> |
| SEND and Inclusion   | To ensure that all pupils with SEN can make good rates of progress from their individual starting points and in line with all pupils in the school. | <p>All pupils have access to the curriculum and adaptations made explicit through relevant curriculum documentation. Ongoing monitoring to ensure that planned adjustments are happening and having the desired impact.</p> <p>Introduction of SEN pupil tracker to track the progress of pupils individually and monitor the impact of interventions.</p>   | <p>Bespoke provision for SEN pupils where required with a significant increase in the number of pupils with an EHCP plan in 2021-22</p> <p>Appropriate challenge has been put into place to secure fairer funding in place</p> <p>SEN Support children are making strong rates of progress in year with 86% making expected progress</p>  |

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|                 |  | <p>Use of SEN notional budget and additional funding to provide support (where required) in order to succeed. Such support will include: staff ratio changes; timetable changes; tuition; visual / auditory aids; environmental adjustments.</p> <p>Use of SEN Policy and Accessibility Plan to inform daily practice and improve in specific areas.</p> <p>Leadership team to champion the needs of pupils with SEN and provide appropriate challenge (where required) to ensure that fair funding is received to support pupils with more complex needs.</p> | <p>or better in reading, 81% in writing and 95% in mathematics.</p> <p>SEN EHCP (no children have EHCPs in Rec, Y2 and Y3) children are making strong rates of in year progress with 91% making expected progress or better in reading and 100% in both writing and mathematics.</p> <p>The number of children with an EHCP plan continued to increase during 22/23 academic year with 18 children holding an EHCP by the end of the year.</p> <p>SEN Support children have continued to make strong rates of progress with 100% of children making expected progress or better in reading and writing. 94% of SEN Support children made expected progress or better in mathematics.</p> <p>SEN EHCP children are making strong rates of in year progress with 87% making expected progress or better in reading. 100% made expected progress or better in writing and 93% made expected progress or better in mathematics.</p> |
| Gender Equality | To ensure where gender inequality exists or emerges that a plan is in place to address this. | <p>Termly group analysis of pupils take place alongside scrutiny and challenge from the Curriculum and Safeguarding Committee</p> <p>Where data indicates a development area or in school variance, a plan is put in place to address this e.g. the gap between boys and girls working at the higher levels.</p> <p>Use of school curriculum to challenge gender assumptions.</p> <p>To review curriculum to ensure that it remains engaging for both boys and girls.</p>  | <p>Particular focus in 2021-22 has been narrowing the gap on entry to EYFS between boys and girls with a particular emphasis on gross and fine motor skills. Interventions have been put into place to address early issues such as the fine motor gender gap. This working is ongoing.</p> <p>Ongoing pupil progress meetings take place to plan and review strategies to close gaps have been ongoing.</p> <p>Further work was put into the close the gender progress gap that existed for White British girls in</p>   |

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|  |  |   | <p>mathematics in 2021-22. This has helped to reduce the gap at greater depth. However, progress figures for White British girls with a Key Stage 1 Average Point Score of between 8 and 9 remains a priority area for improvement in mathematics next academic year.</p>  |
| <p>Reflecting the school community</p> | <p>To establish a routine of special assemblies and celebrations of our diverse community.</p> <p>To further develop wider partnerships in the local area in order that those of different faiths and characteristics are invited to share their experiences and knowledge</p> | <p>Making use of key date calendars to plan curriculum and assemblies.</p> <p>Reference key celebrations when planning whole school events.</p> <p>Use of parent / family support to enhance learning opportunities.</p> <p>Make further links with the local community to explore diversity further.</p> <p>Use of PSHE (including RSE) Policy to make children aware of different family make ups.</p> <p>Further develop curriculum so that it is diverse and broad to ensure that different groups are represented.</p> | <p>Celebration assemblies for different faiths have taken place in 2021-22 and R.E. Inspired have resumed visits.</p> <p>Diversity was a theme in assemblies for Summer 1 in 2021-22 and children presented to each other about the importance of diversity. Themes covered in assemblies included prejudice; equality ad equity.</p> <p>Diversity was again focused on in 2022-23 with half a term spent exploring this value in assemblies. Special celebrations and assemblies continued. The PTA also ran diverse events with the introduction of both an Eid and Diwali Fayre.</p> <p>Aldryngton took place in a range of initiatives to celebrate diversity. For example, Neurodiversity Week, Cultural Diversity Day and Liberty Day.</p> |