



St. Nicholas C of E Primary School

Public Sector Equality Duty Policy

Our Vision Statement

“To maximise the learning potential of every pupil within the love of God.”

Date reviewed: October 2017

Reviewed by: A. Mellor

Approved by Headteacher: October 2017

Date of next review: Autumn 2021

Overview

Our school is committed to equality both as an employer and a service provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through school council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the Ofsted framework on the importance of closing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects and girls in certain other subjects
- Pupils who have English as an additional language
- Pupils who are in Local Authority Care

The school has a series of policies that support this Equality Statement.

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.**
- **Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010**

At St Nicholas Church of England Primary School we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. We have a series of policies and procedures in place to support us with this. These include:

- Behaviour policy
- Anti-bullying policy
- Child protection policy
- Equality in Employment policy
- Inclusion policy
- Spiritual, moral and cultural development policy.

Many of these policies are available on the school website. All policies are available from the school office.

The head teacher reports to the full governing body termly and includes reports as to the number of bullying or racist incidents that have been reported. There is also an update on the number of exclusions that may have occurred and the number of children registered as having additional learning needs. All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly on a published schedule as recommended by the Department for Education.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

At our school, careful analysis of performance/attainment data is used to identify the performance of different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups. We build in strategies to address such issues and these are included in the school development plan. The plan is reviewed annually and action plans developed accordingly. At our school, we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

The school has an accessibility plan and this is reviewed annually. A copy of this plan is available from the school office.

Foster good relations between people who share a protected characteristic and people who do not share it.

Our school has a very vibrant and mixed community from which it draws. For us, fostering good relations is a strength and the atmosphere, relationships and ethos that is apparent on a day to day basis is remarked upon by visitors to our school. To maintain this, we use certain strategies to support us:

- Everyone in the school community is treated with respect and kindness. This is extended to our parents, the local community and any visitors;
- We offer a broad and balanced curriculum which reflects our own community and has a more global perspective too;
- SEAL (social and emotional aspects of learning);

- Strong values based PSHE (personal, social, health education) curriculum including the teaching of British Values;
- School and class led worship and assemblies;
- Celebratory events for major festivals;
- Strong links with the local church and community;
- Strong links with other local schools and our neighbouring pre-school;
- The school is currently developing links with schools beyond our own community;
- Very strong commitment to equality of opportunity no matter what the starting points are;
- Continuing commitment to the values and spirit embodied by the Every Child Matters agenda.

Public Sector Equality Duty Objective

Our objective for 2017-2018 is to close gaps in attainment for specific groups. This is a key objective on the School Development Plan (copies available from the school office). The action plan is as follows:

Aim	Action	Lead	Timescale	Resources	Success Criteria
To close the gap between Pupil Premium (PP) children and their peers.	In addition to the teaching assistants have a specific focus on PP children, additional support in place to target underperformance of PP children.	AM/CT	Measurable impact by February 2018 and again in May.	Additional TA support	Gaps will close between PP children and their peers so that disadvantage in performance and life chances is eliminated.
To ensure that GRT (Gypsy, Roma Traveller) pupils make more than nationally expected progress.	GRT pupils identified by class teachers and their progress monitored half termly. Information from data analysis is acted upon.	Class teachers / AM/ CT	Half termly and summatively at year end.	Half termly data analysis and tracking	Gaps in attainment between GRT and non GRT children close so that disadvantage is eliminated as a factor in performance.
To ensure that all PP children arrive at school punctually and every day.	DHT and FSW work to ensure that non-attendance doesn't become a habit and all absence is challenged.	CT/AM	Daily/ Weekly	PP funding for family support worker Deputy Headteacher time with Pupil Welfare Officer	PP children attendance improves and leads to accelerated learning and gaps closing.
To ensure that boys achieve in line with all children nationally.	Prioritise in class and whole school strategies to enhance attainment of boys. Carefully track the progress of boys especially in writing and reading.	DE/SD/AM/CT	Gaps in attainment close over the course of the next academic year in all subjects in all year groups and classes	Staff meetings to discuss strategies aimed at promoting the attainment of boys.	Boys achieve in line with all pupils nationally.

