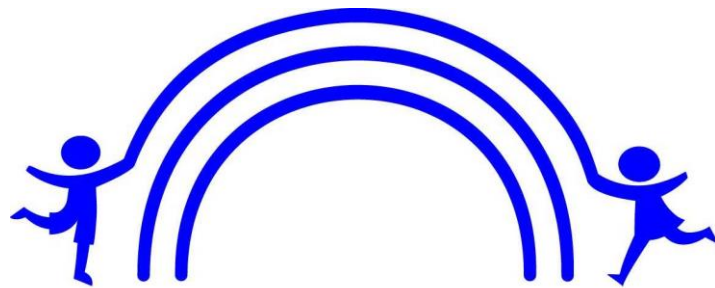


The Lanes Primary School



The Lanes
PRIMARY SCHOOL

Single Equality Policy

Last reviewed	October 2023
Review Cycle	1 Year

Aims of the Policy

The aim of this policy is to eliminate discrimination where it exists, to promote equality of opportunity throughout the school and school community and to promote good relations between people of different groups across all areas of school activity. Everyone who is part of the school should feel included in all aspects of school life.

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, race, 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, the Human Rights Act 1998 and the Race Relations Act 1976 (amended in 2000)

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All members of our community are of equal value.

We see all members of our community, including learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their race, ethnicity, culture, national origin or national status
- whatever their sex, gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

- whatever their age.

Principle 2: We recognise and respect difference.

Treating people equally 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
- race or ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- sexual, gender, identity so that the different needs and experiences of girls and boys, and women and men, are recognised
- pregnancy and maternity
- religion, belief or faith background
- sexual identity
- age
- marital status.

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 race, 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.

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:

- whatever their age
- whether or not they are disabled

- whatever their race, 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 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 racial, ethnic, cultural and religious backgrounds
- girls and boys, women and men
- people who have other protected characteristics.

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 racial, ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys.
- gay people as well as straight
- people who have other protected characteristics.

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 racial, ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- gay people as well as straight

- people who have other protected characteristics.

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific objectives, based on the consultations we have conducted and the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate. Our equality objectives are integrated into our School strategic plan. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep the curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Pupils' attainment and progress

The school monitors the attainment of pupils from different group, including different ethnic groups. This allows us to identify specific areas of success or underachievement. Where areas for concern exist, the school employs strategies to address these concerns. Strategies may be wide and varied depending on individual issues but could include:

- liaison with parents/carers/LA (via an interpreter if required)
- mentoring
- sanctions
- targeted work by curriculum areas

- staff development.

The curriculum serves the needs of the school community, offering a broad multi-cultural content. We will review schemes of work annually and build developments and changes into yearly planning. Teachers consider appropriate approaches in terms of teaching and learning styles and the sensitive nature of some issues. Resources reflect the multicultural society we live in.

Where pupils do not have English as their first language, provision is made in the school to offer support to access all areas of the school curriculum and activities.

Specific cultural needs are be catered for and respected within the school community. For instance, modifications to the school uniform may be made to accommodate religious and cultural requirements.

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 exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Promoting good relations in the school and in the local community

The school promotes good relations between groups and individuals by offering opportunities for all to learn together and share ideas; tolerance and understanding are encouraged in all areas of the school. There are specific opportunities for those involved in the school to express opinions and increase awareness through:

- Student councils
- Pupil suggestion box
- Citizenship/PSHE curriculum
- Assemblies
- Curriculum topics
- Staff development

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.

Individual school policies set out how prejudice-related incidents should be identified, assessed, recorded and dealt with.

Schools 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.

Pupil behaviour, discipline and exclusion

The school expects all pupils to maintain high standards of behaviour at all times. All staff at the school are responsible for monitoring behaviour and rewarding or disciplining pupils as appropriate. There are clear procedures for rewards and sanctions within the school (see relevant policies) and these should be applied consistently and fairly regardless of race, colour or religious beliefs.

Exclusions are continually monitored and in the headteacher's report to ensure that reasons for exclusion are sound and fair and follow LA and school guidelines.

Roles and responsibilities

The board governors is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff and governors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The deputy headteachers and assistant headteacher have day-to-day responsibility for 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.

Information and resources

We ensure that the content of this policy is known to all staff, governors and, as appropriate, to all pupils and their parents and carers.

Involving parents and the community

The school encourages parents to support their child in all aspects of school life. In addition to the usual points of contact, such as parents' evenings, the school welcomes the opportunity for all parents and members of the community to be involved. Where necessary and reasonable, the school will make every effort to have written communication translated into parents' first language and all of the website is translatable.

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 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.

Harassment and bullying

Accusations of prejudiced-based harassment or bullying must never be ignored. Pupils can report harassment or bullying by telling a member of staff (either verbally or in writing).

Staff must report incidents to the headteacher.

Examples of prejudice-based incidents

A prejudice-based incident is any incident which is perceived as such by the victim or any other person. Examples could include:

1. Verbal abuse and threats
2. Prejudice-based graffiti or materials
3. Ridiculing an individual's cultural differences
4. Physical assault which is motivated by prejudice
5. Incitement of others to behave in a prejudicial-based way

6. Refusal to co-operate with other pupils because of their race or other characteristics

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, race, ethnicity, culture, language, national origin and national status; and gender – see below appendix.

The Lanes Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school? **589**
- What information on pupils is collected by protected characteristics? (Based on October 2023 census information)

Using ScholarPack data, the following information was available:

Pupil Ethnic Categories							
White British	447	White & Black Caribbean	18	Indian	3	Any Other Black Background	2
Chinese	13	White & Asian	17	Pakistani	4	Information not yet obtained	14
Any other white background	22	White & Black African	5	White other	0	Hong Kong Chinese	12
Black African	0	Any Other Mixed Background	11	Any other Asian background	7	Any Other Ethnic Group	4

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	91.17 %	537
SEN support	8.49%	50
EHC Plan	0.34 %	2
EHC Plan	0 %	0

Gender	
Girls	290
Boys	299
FSM	
FSM	67
Boys	30
Girls	37
EAL	
Total	62
Boys	38

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Total	62
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Staff Ethnic Categories							
White British	83	White & Black Caribbean	0	Indian	1	Any Other Black Background	0
Irish	0	White & Asian	0	Pakistani	0	Refugee	0
Any other white background	2	White & Black African	0	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	0	Any other Asian background	3	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	0	Black Caribbean	0	Information Refused	0
White European	1	Any other Chinese background	0	Black African	0	Information Not Obtained	0

No Information was available on the following protected characteristics:

- **Gender Reassignment – One**
- **Sexual Identity - None**

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- **Attainment**
- **Attendance**
- Engagement in school activities

- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils.

In line with our duty to establish a minimum of three key objectives, the bold areas were identified as areas where targeting action would be appropriate.

Stage 3: Setting Objectives

Attainment

Equality Objective: To continue to narrow the gap in attainment between pupils in receipt of FSM6 and other pupils in school. To ensure that children benefit from catch up funding where necessary.

Why: The achievement of our pupils in receipt of pupil premium is in line with the national average for this group of pupils but it is lower than other pupils in school. The gap is being narrowed in all areas but the recent increases of our overall reading and writing attainment means this is still an area for improvement.

Catch up funding will be used to support the above and to ensure that no child falls behind.

How: See Pupil Premium Plan/catch up funding plan

Outcome The gap between FSM6 and other pupils in all subjects is reduced. Assessment shows that children are making good or accelerated progress across school in order to 'catch up'.

Attainment

Equality Objective: To ensure that our EAL/BME children make good progress and attain well. To ensure that the families are well supported when they join our school.

The school's community has changed over the past few years. Our EAL/BME children did not achieve as well as non EAL/BME.

Monitor the make-up of the school community. Work with children and parents to develop ideas and activities. Evaluate our curriculum to ensure that it reflects our changing community. Develop staff training. Review resources, including key texts. Develop teaching and learning strategies and assessment for these children, including any interventions/bespoke packages of work.

Outcome: Curriculum development can be evidenced. Children attain well and make good progress. EAL/BME gap is less at the end of the year.

Culture and our community

Equality Objective: To ensure that the families from other cultures are well supported when they join our school. To ensure that our RSHE curriculum is rigorous around the education of diversity and tolerance.

Why: The school's community has changed over the past few years. Our EAL/BME children did not achieve as well as non EAL/BME.

How: Monitor the make-up of the school community. Work with children and parents to develop ideas and activities. Evaluate our curriculum to ensure that it reflects our changing community. Develop staff training. Review resources, including key texts. Develop teaching and learning strategies and assessment for these children, including any interventions/bespoke packages of work.

Outcome: Curriculum development can be evidenced. Children attain well and make good progress. EAL/BME gap is less at the end of the year.

Review of Objectives 2022-23

Equality Objective: To continue to narrow the gap in attainment between pupils in receipt of FSM6 and other pupils in school. To ensure that children benefit from catch up funding where necessary.

EYFS Summer Results

	2023 (3/75 children)	2022 (2/89 children)
Good level of development	Difference of 40.3 lower than non FSM6	Difference of 22.4 lower than FSM6

Expected	Difference of 40.3 lower than non FSM6	Difference of 20.1 lower than FSM6
Average ELGs;	Difference of 0.6 lower than non FSM6	Difference of 0.6 lower than FSM 6

KS1 Summer Results

	2023 (6/84 children)	2022 (7/89 children)
Reading	Difference of 58.9 lower than non FSM6	Difference of 7.9 lower than non FSM6
Writing	Difference of 62.8 lower than non FSM6	Difference of 24.2 lower than non FSM6
Maths	Difference of 42.3 lower than non FSM6	Difference of 16.1 lower than non FSM6

KS2 Summer Results

	2023 (17/90 children)	2022 (15/87 children)
GPS	Difference of 27.9 lower than non FSM6	Difference of 28.9 lower than non FSM6
Reading	Difference of 21.1 lower than non FSM6	Difference of 23.3 lower than non FSM6
Maths	Difference of 28.9 lower than non FSM6	Difference of 36.6 lower than non FSM6
Writing	Difference of 29.6 lower than non FSM6	Difference of 31.1 lower than non FSM6
RWM Combined	Difference of 31.8 lower than non FSM6	Difference of 29.4 lower than non FSM6

Catch up funding continued to be used in the year 2022-23. Pupil Premium children were put forwards for tutoring or interventions whenever they were needed (as usual). Anna Hodkin has successfully put in a bid for our school to have students join the Brilliant Club. This is for disadvantaged students and aims to support them to access university successfully. We are aiming to send 14 FSM pupils to the University of Nottingham or elsewhere for around seven tutorials, and pupils also attend a Graduation Event at a partner university to speak with current undergraduates and learn about university life. Each Scholars Programme placement is for 14 pupils, who are taught in two groups of seven. They work towards completing a challenging final assignment which is marked and moderated using university grades.

Equality Objective: To ensure that our EAL/BME children make good progress and attain well. To ensure that the families are well supported when they join our school.

EYFS Summer Results 2023

	EAL 3/75 children	BME 13/75 children
Good Level of Development	Difference of 6.9 lower than non EAL	Difference of 22.9 lower than non BME
Expected	Difference of 6.9 lower than non EAL	Difference of 22.9 lower than non BME
Average ELGs	Difference of 0.9 higher than non EAL	Difference of 1.2 lower than non BME

KS1 Summer Results 2023

	EAL 7/84 children	BME 19/84
Reading	Difference of 15 higher than non EAL	Difference of 9.5 higher than non BME
Writing	Difference of 14.1 higher than non EAL	Difference of 13.6 higher than non BME
Maths	Difference of 1.9 higher than non EAL	Difference of 1.1 higher than non BME

KS2 Summer Results 2023

	EAL 26/90	BME 10/90
GPS	Difference of 41 lower than non EAL	Difference of 4.7 lower than non BME
Reading	Difference of 34.7 lower than non EAL	Difference of 2.2 lower than non BME
Maths	Difference of 7.7 higher than non EAL	Difference of 12.9 higher than non BME
Writing	Difference of 47.2 lower than non EAL	Difference of 9.2 lower than non BME
WRM Combined	Difference of 35.8 lower than non EAL	Difference of 0.4 lower than non BME.

EAL results vary widely across the key stages due to language proficiency variation: children in KS1 are fluent English speakers compared with KS2. EAL has less of a disadvantage with maths than with reading and writing, obviously.

Some BME children may also be EAL.

The school has received support from Notts LA and training has been disseminated to staff regarding high quality teaching for EAL pupils. We acknowledge that we are well used to teaching pupils with EAL and they, generally, make good progress. Once their English is of an adequate standard, they often reach ARE or GD, showing accelerated progress on their learning journey.

Equality Objective: To ensure that the families from other cultures are well supported when they join our school. To ensure that our RSHE curriculum is rigorous around the education of diversity and tolerance.

We strive to support all of our families when they join our school and understand that some families may feel quite alone if they are new to the area or the country. HK families have created a very strong bond with each other, regularly meeting to chat before and after school. A family from Albania joined the school recently and we have a member of staff from the same country who has spent time with our year 1 pupil to help him settle

into school life. This is an area that we should work further on in order to ensure that we are supporting our families as much as possible and to see whether there are any gaps in such support.

Staff try to ensure that diversity is represented well in all lessons and tolerance is part of both the RSHE and the RE curriculum. This is monitored closely by the RE and RSHE team although there is scope to ensure that diversity is represented better across all aspects of school life, e.g. books/authors in the school library.

Future Objectives:

I would recommend that these objectives are continued for a further 2 years: we cannot guarantee to be closing the gap or improving our support of EAL/BME in just 1 year. Instead, we will focus on specific sections of the objectives each year.

2023-4 Focii:

- Ensure that diversity is represented well in all lessons and other aspects of school life, e.g, the range of books available in the school library.
- To analyse our support for parents/families new to the school/country, looking for gaps in our support and what we can do further.