



***Working and learning together for success***

**Sarisbury Church of England Junior School**

## **Equality & Diversity Policy**

**Including Equality Statement and Objectives**

***January 2017***

***'Bullying, and any other prejudice-driven behaviour, simply does not concern pupils as they are only interested in finding ways to help each other enjoy school and learn well. The school is successful in promoting positive relationships and ensuring there is no discrimination. The school gives pupils many opportunities to take on responsibilities, and older pupils in particular actively seek to support younger pupils with any concerns they may have. Parents and carers, and staff, echo the views of pupils that there are no concerns about bullying'. (Ofsted June 2013)***

<b>Date of Policy:</b>	January 2017
<b>Date of Next Review:</b>	January 2020
<b>Review Cycle:</b>	Three years

## **EQUALITY AND DIVERSITY POLICY** **(Including Equality Statement and Objectives)**

### **Equality Statement**

At Sarisbury CE Junior School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, sexual orientation, disability, faith or religion, socio-economic background or any other of the protected characteristics (Single Equalities Act 2010). We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Sarisbury CE Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### **Information about our school:**

Sarisbury CE Junior School is a larger than average junior school. The percentage of pupils with English as additional language or from ethnic minority group is well below the national average. The percentage of pupils identified as having special educational needs is also below national averages, although the percentage of pupils with a statement of special educational needs or education health care plan is above the county and national average. The percentage of pupils eligible for Free School Meals is below average.

### **Overall**

	Number on Roll	Male	Female	Ethnic minority	Special Educational Needs	Disability	Children Withdrawn from Collective Worship
Year 3	91	41	50		6	1 (VI)	
Year 4	91	47	44		3	1 (Phys)	2
Year 5	91	55	36		7		2
Year 6	87	35	52		6		
<b>Total</b>	<b>360</b>	<b>178</b>	<b>182</b>		<b>22</b>	<b>2</b>	<b>4</b>

### **Ethnicity (to be updated)**

	White & Asian	Any other Asian	White & Black Caribbean	White & Black African	Indian	Any other ethnic	Any other white	Any other mixed	White British
Year 3	2			1		1	4		83
Year 4			1		1		1	2	86
Year 5	1	1	1	1	1	2		2	82
Year 6	1		1		1	1	3	2	78
<b>Total</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>329</b>

### **Equality Related Performance:**

Based on 2016 Key Stage 2 SATs tests:

- Ethnic Minorities –the number of children from a non-white British background is small and therefore such groups are often made up of only 1 child. With this in mind, results can fluctuate quite significantly from year to year based on the performance of an individual child. At Sarisbury, children from an ethnic minority group outperformed national averages for attainment in 2016 in almost all groups. Data for ethnic minority groups for 2016 were as follows:

<b>Ethnic groups 2016</b>	School scaled score 100+	National scaled score 100+	School high score 110+	National high score 110+
<b>Reading</b>	<b>80%</b>	66%	<b>20%</b>	19%
<b>Writing</b>	<b>100%</b>	74%	<b>20%</b>	15%
<b>EPG&amp;S</b>	<b>100%</b>	72%	<b>40%</b>	22%
<b>Maths</b>	<b>80%</b>	70%	<b>20%</b>	17%
<b>Combined</b>	<b>60%</b>	53%	<b>0%</b>	5%

- Gender – In 2016, in terms of attainment both males and females attained above the national average in reading, writing and maths – this also included the combined measure. In most subjects, boys and girls also attained above the national average with the higher scaled score. Girls below the national average attainment in the high score for writing, EPG&S and maths.

<b>Gender groups 2016</b>	School scaled score 100+	National scaled score 100+	School high score 110+	National high score 110+
<b>Reading</b>	<b>77%</b>	66%	<b>29%</b>	19%
Male	<b>73%</b>	62%	<b>33%</b>	16%
female	<b>82%</b>	70%	<b>24%</b>	22%
<b>Writing</b>	<b>78%</b>	74%	<b>15%</b>	15%
Male	<b>69%</b>	68%	<b>14%</b>	11%
Female	<b>89%</b>	81%	<b>16%</b>	19%
<b>EPG&amp;S</b>	<b>77%</b>	72%	<b>16%</b>	22%
Male	<b>69%</b>	67%	<b>18%</b>	18%
Female	<b>87%</b>	78%	<b>13%</b>	27%
<b>Maths</b>	<b>72%</b>	70%	<b>17%</b>	17%
Male	<b>71%</b>	70%	<b>20%</b>	18%
Female	<b>74%</b>	70%	<b>13%</b>	15%
<b>Combined</b>	<b>60%</b>	53%	<b>7%</b>	5%
Male	<b>55%</b>	49%	<b>4%</b>	5%
Female	<b>66%</b>	57%	<b>11%</b>	6%

- SEND – In 2016 Children at School Action achieved below national averages for value added in reading, writing and maths and also in attainment based on Average Points Scores. In 2014 SEN (non-statement) children outperformed the national average in reading and maths and were below in writing in terms of attainment (APS). The value-added score was above the national average for all three subjects.

### **2016 / 2017 school improvement priorities:**

Based on our analysis:

- 1. Further raise the achievement and progress of boys in writing with a particular focus on middle attainers (level 2c / 2b on entry to KS2).**

Success Criteria:

- The attainment and progress of boys in writing will rise to further reduce the gap with national average.
- Compared to entry data, boys make progress in line with girls' attainment and better than expected progress from their KS1 starting points

### Strategies:

- In 2016-17, the school is looking to further develop the writing curriculum themes and use of rich texts to inspire boys' writing. The English Leader, with Year Leaders, will consider strategies for raising boys' achievement in this area.
- Monitoring of boys' writing will form a key part of termly cohort action plans and pupil tracking so any under-achievement can be addressed.
- The ELSA support programme will include a focus group and collaborative therapy to improve general confidence, motivation and attitudes to learning
- A reading café has been introduced termly to provide opportunities to model reading and writing – many of these texts are aimed with the interests of boys in mind
- Additional resources are being acquired to provide imaginative hooks boys into reading and writing activities

## **2. Raise the achievement of pupils on the SEND register in writing and maths.**

### Success Criteria:

- The attainment and progress of children on the Special Needs register will rise to further close the gap in line with the national average and exceed the national profile for pupils with SEND.

### Strategies:

- In 2016-17 the school is reviewing the quality of provision of special needs interventions, particularly in writing and maths; a case study approach is being undertaken to ensure progress within key performance indicators can be monitored.
- In 2016-17 the school is revising its planning and assessment process for pupils with SEND, this will include the introduction of new personal learning plans (PLPs) and the use of 'tracking back' to the most secure age related KPI.
- The school will introduce a new SEND pupil record card to track KPI attainment and progression
- Staff training activities will focus on high incidence SEND and appropriate interventions.

## **3. To accelerate the progress of pupils eligible for the pupil premium to close the gap to 'others' attainment nationally.**

### Success Criteria:

- The attainment and progress of children accessing pupil premium funding will rise to further close the gap in line with the national average for 'others'.

### Strategies:

- In 2016-17 the school is reviewing the quality of provision made for pupil premium children in writing; this will include the use of additional learning support time and quality first teaching (AHT).
- In 2016-17 the school is introducing a one to one tuition programme in English and maths for intervention and acceleration for pupils accessing the pupil premium (LSAs).
- The school will further explore the use of wider curricular activities and experiences to excite and engage vulnerable pupils in their learning e.g. music tuition, residential and club activities
- The school has increased the amount of time dedicated to ELSA and HSLW to further develop the strength of parent partnership and the emotional well-being of children and families
- The ELSA / HSLW will work closely with external agencies and charities to target potential outreach and further support for vulnerable children and families e.g. young carers and parenting courses.

#### **4. Further develop relationship learning and raise awareness across our school community in relation to diversity and celebrating difference through the PDL (PSHE) curriculum and school topic themes (including the use of display).**

##### Success Criteria:

- The children will be able to talk with confidence about the nature of diversity in the UK and the positive impact it has on our society and culture.
- The children will be able to talk with confidence and respect about the concept of international diversity.
- The children will be able to explain how our learning behaviours ensure strong and positive relationships across the school community, including concerns around bullying, and how we prevent it in school.

##### Strategies:

- Plan an enterprise week with the aim to support vulnerable families in the local community (through the Basics Bank)
- Plan a 'Great to be British' week which explores the diversity of the United Kingdom, comparing our local community with other parts of the UK.
- Extend the use of the Sarisbury Learner to include relationship learning at lunchtime
- Continue the development of relationship education units in PDL / circle time activities.
- School assemblies and PSHE lessons will be used to address the issue of prejudiced-based bullying and celebrating difference.
- Ensure displays and resources reflect the diverse nature of the country we live in.

#### **Policy into Practice - what the school will do to promote equality and diversity**

The Equality Act 2010 has replaced and unified all existing equality legislation such as: The Race Relations Act, The Disability Discrimination Act and The Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful and it extends the protection from discrimination in certain areas. The Act covers race equality, disability, gender equality and sexual orientation.

The school operates equality of opportunity in its day to day practice in the following ways:

- Ensure issues surrounding equality are actively addressed and taught through the school curriculum. Whilst this happens across the school curriculum, Personal, Social and Health Education (PSHE) lessons play a vital role in this (see PSHE curriculum map).
- Use pupil data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and take action to address any issues relating to under-performance
- Use data to look for patterns and trends relating to groups and plan interventions to tackle any issues
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Cultivate attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education, including our most vulnerable
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Monitor the participation in school events and extra-curricular activities to ensure all children have equal access.

- The school has a detailed anti-bullying policy and related procedures (see separate anti-bullying policy). All incidents of bullying are recorded and the school closely monitors whether any vulnerable groups are disproportionately represented in this data. If this is the case, action is taken to tackle this.

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. We work within the Hampshire admissions policy.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Equal Opportunities for Staff**

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. This will include monitoring:

- recruitment and retention of new staff.
- any incidents of bullying and harassment of staff.
- Continued professional development opportunities for all staff

### **Roles and Responsibilities**

The role of Governors

- The governing body has set out its commitment to equality and diversity in this policy and statement. It will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The curriculum committee monitors the progress and achievement of potentially vulnerable groups when analysing school data. Where performance raises a concern, governors will use this information to support and challenge the school.
- The governing body seeks to ensure that people are not discriminated against on grounds of race, gender or disability when applying for jobs at our school.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities i.e. writing a three year access plan, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.
- The governors will monitor the number of prejudiced-based incidents and the action the school has taken to address these.

The role of the Headteacher

- It is the Headteacher's role to act as a role model for equality and embody this policy at all times.
- It is the Headteacher's role to oversee the implementation of this policy and to address the key objectives set at the beginning of the document.
- It is the Headteacher's role to ensure that all staff are aware of the policy and objectives, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- The Headteacher provides information to governors so that they can monitor the progress of groups of pupils, progress towards the objectives and additional information i.e. relating to performance management and training.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher (using the school's agreed reporting form).
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on an annual basis. The school has a detailed anti-bullying policy and related procedures (see separate anti-bullying policy). All incidents of bullying are recorded and the school closely monitors whether any vulnerable groups are disproportionately represented in this data. If this is the case, action is taken to tackle this.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups and games or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: *'any incident which is perceived to be racist by the victim or any other person'*.

### **Types of discriminatory incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;

- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

Any incidents like this are to be reported using the school's reporting template (in the staffroom) and passed to the Headteacher.

#### **1. Review of progress and impact**

The policy and objectives have been agreed by our Governing Body. The published information relating to equalities on page 2 will be updated annually and the objectives will be updated at least once every four years (in line with Ofsted guidance).<sup>1</sup>

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality objectives annually and review the entire policy on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

#### **2. Publishing the plan**

In order to meet the statutory requirements we will publish this policy and the objectives on the school website. Hard copies are also available via the school office.

### **The School's Response to the Equality Act of 2011**

Our school welcomes the provisions of the Equality Act, and believes the new legislation provides an opportunity to review and enhance existing policy and practice. A working group has helped the governing body to carry out the review, and to inform our equality statement and plan the school has, over the last two terms:

- surveyed parents to establish how welcome and included they feel at the school
- sought further opportunities to extend the school's reach into the community by inviting in neighbours, grandparents and others for more special events, providing positive role models of – for example – old age for the children
- included a high priority on relationship learning in the school improvement plan for 2016 – 2017 and the subsequent introduction of new PDL topic themes
- enhanced the monitoring information brought to governors in the termly Headteacher's report to reflect the groups protected by the Equality Act
- established link governors to verify staff monitoring of the progress of more vulnerable children

Because the school has fewer than 150 members of staff it is not required to publish information relating to them, but the wellbeing of staff, volunteers and others in the extended school community is being considered in developing the action plan.

The school follows the Hampshire County Council Manual of Personnel Practice and has locally adopted Performance Management and Pay Policies to ensure fairness and consistency of approach.