



LEA ENDOWED CE PRIMARY SCHOOL

SINGLE EQUALITIES POLICY

Our School Mission Statement

At Lea Endowed Church of England School we are committed to providing an excellent education for our children. We seek to follow God's example to love Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

Approved by: Governors

Updated: January 2017

Review: January 2018

1) Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of Lea Endowed CE School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Every member of the school community should feel safe, secure, valued and of equal worth.

At Lea Endowed School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Lea Endowed is founded and based on the Christian principles that everyone is of equal value and should be treated with justice, tolerance and respect.

These principles underpin every aspect of school life at Lea Endowed.

Comments from our latest SIAMS inspection in May 2015

"The school's motto 'Let Everyone Shine' is evident on all documents and communication. This, together with its core Christian values, shapes the thinking of the school and is understood, articulated and embraced by all its members... All members of the school family live out the school's motto, with friendship, love, support and care for each other featuring prominently."

2) School Context

- Lea Endowed is a Church of England Voluntary Aided Primary School and is distinguished by its strong Christian ethos, close relationship with the Church and a developing sense of community. The strong Christian character of the school permeates every aspect of school life and underpins all that we do.
- The school attained an outstanding grade in all aspects following its SIAMS inspection in May 2015.
- The school is a smaller than average sized primary School with 140 pupils on roll. In recent years more boys than girls have been admitted to the school in YR. In 2015/16 there were 81 boys and 60 girls on roll.
- Our school population during the last 3 years has increasingly come from homes within socio economic wards of C and E categories. Our latest data shows that bands A, B and C overall deprivation index is decreasing and that more of our pupils are starting school from homes within bands D and E of the index.
- All who work in school are committed to contributing to the Christian ethos resulting in a supportive, relational ethos which engenders mutual respect.
- We believe that our strong emphasis on Christian Values, linked closely with British Values, impacts on learners and enables them to flourish as individuals. We pride ourselves in relationships we have with the children and their families and this is a large contributing factor to our increase in numbers on roll (90 in 2006 to 141 in September 2016). We pride ourselves on being 'a small modern school in a traditional setting'.
- Our pupils come from an area of mixed socio-economic background. The pupil population is mainly white British with 2 Polish children on roll who have English as an additional language.
- On the LA School Information Profile our overall grade on the Government's multi ethnic deprivation index based on the election wards in which our pupils live is 'C', with 15% of our pupils coming from the residential areas around our school.
- The number of pupils on SEN Support is 22 – 16% (January 2017)
- FSM 'ever 6' pupils (2016) is 29, 21%, an increase from 14.6% in 2011/12.
- A rise in FSM from 6.5% in period 09/10 to 10.6% in 2016/17.
- There are 2 Service Children currently on roll.
- There is 1 Post LAC and 2 LAC on roll.
- Numbers of pupils joining the school either in Reception or later in their school life has led to an increase of pupil numbers from 90 in 2006 to 141 in September 2016. The % of pupils joining our school late is either above or in line with local averages.
- The rural location, small size of the classes and caring, family ethos encourage parents whose children have experienced social and friendship difficulties to move their pupils to this school. These additional pupils prior to 2011 have had a varied impact on the standards of pupil learning, progress and attainment throughout the school. Our school is now settled and the numbers of pupils transferring from other schools mid-year has significantly reduced.

3) Ethos and Atmosphere

At Lea Endowed School, the leadership of the school family will demonstrate mutual respect between all members of the school community; there is an openness of atmosphere which welcomes everyone to the school. Our Christian Values, linked closely to British Values are continually promoted through Collective Worship, SMSC and all teaching and learning. All within the school family will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all

aspects of equality of opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of worship, classroom based and externally based activities.

4) Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with: Governors and staff.

5) Monitoring and Review

Lea Endowed is an inclusive school, working towards greater equality in the whole school family. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential (our motto: Let Everyone Shine)

We collect and analyse a range of equality information for our pupils/students:

Achievement (attainment & progress) of groups in the EYFS 2015/16

Boy/Girl

The Boy to Girl ratio is 11:9

Boys' achievement was higher than that of the girls 73% of boys achieved GLD compared with 67%

Summer Born

In 2016 there was a gap of 19.8% between Summer born children and their older peers which is broadly in line with Lancashire figures of 18%. 7 children were Summer born in this cohort. 57.1% of Summer Born children achieved GLD compared with 59% nationally.

Disadvantaged pupils

3 children were eligible for FSM6. Of these 67% achieved a GLD compared with 52% of children across Lancashire.

Children Looked After

There was 1 pupil in EYFS . This pupil did not achieve a good level of development. She is also Summer born. She now has a TA for 1 hour a day to support her social and academic development.

Key Stage One

Children Looked After

There were 2 pupils in Year 1 (15/16). One pupil did achieve a good level of development at the end of EYFS and is tracking through as working at ARE – (Yr1). She passed her Phonics Screening Test in June 2016. The second child did not achieve GLD and is still working well below age related expectations (AUTUMN '16) He has an SEN support plan and full time one to one academic support provided by a teacher. School is currently working towards a EHCP for him.

Trend in attainment and progress at the end of Key Stage 1.

Boys/Girls

Boys performed better than girls in both reading and writing. Boys performance in both reading and writing was better than both Lancashire and National averages, with a difference of +13% in writing. (72.7% compared with National average of 59.2%)

Summer Born

Summer born children performed in line with Lancashire averages in reading and above Lancashire averages in writing. (66.7% compared with Lancashire average of 58.5%).

Disadvantaged Children

FSM6 children performed better than the Lancashire average in both reading and writing. Children achieving at greater depth in reading was also significantly higher than the Lancashire average (16.7% compared with 10.4%)

Areas for improvement at KS1

Improve achievement in reading, particularly the comprehension element.

Raise attainment through focus on key skills and challenging the more able.

Trend in attainment and progress at Key Stage 2

- Over the last three years the school has been consistently above floor standards. 2016 data is not comparable with previous assessments.

•Boy/Girl

Although girls out-performed boys in their reading at expected level, both girls and boys achieved a higher percentage than nationally.

Boys achieving at greater depth in reading was 25% compared with only 16% nationally.

Boys performance in writing was lower than national averages (62.5% compared to 67%) whilst girls performance was broadly in line with national averages. Both girls and boys achieving at greater depth was above national average.

•Disadvantaged pupils

No children in this cohort were FSM or FSM6.

•SEND

Although only 2 children were SEN K, 50% achieved expected compared with 25.8% Lancashire.

Summer Born

Summer born children performed above national averages in reading and below national averages in writing at expected level. However the percentage of summer born children writing at greater depth was above the Lancashire average (16.7% compared to 10.8%).

•Children Looked After

There were no CLA children in this cohort.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support using “Achieve 360” learning mentors. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Lea Endowed School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

The Employment Duty within the legislation states all schools should collect information on staff in post, and applicants for employment, training and promotion. This is deemed to be best practice in order to identify potentially discriminatory practice. The school complies with this practice, using SIMS.

We collect and analyse a range of profile information for our staff and governors: For example, applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews.

All documentation collected is treated with the utmost confidence and stored securely.

We have identified the following issues from the analysis of the data:

We currently have no staff of ethnic origin employed at Lea Endowed.

We have a higher proportion of male staff to female staff.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is Catherine Seagrave

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

6) Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment –both internal and external, including displays and signage

Curriculum

At Lea Endowed School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

When ordering new resources and materials we consider how they show equality. The provision of good quality resources and materials within Lea Endowed school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at Lea Endowed school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines. We undertake at Lea Endowed School to make appropriate provision for all EAL / bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils.
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school family.
- Emphasis is placed on the value that diversity brings to the school family rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible.
- We encourage the career development and aspirations of all school staff.
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality.
- Access to opportunities for professional development is monitored on equality grounds.

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process.
 - Equalities policies and practices are covered in all staff inductions.
 - All temporary staff are made aware of policies and practices.
 - Employment policy and procedures are reviewed regularly to check conformity with legislation and impact
- Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities

7) Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

8) Commissioning and Procurement

Lea Endowed School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9) The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

10) Publicising the Policy and Plan

Our Policy is a public document and is made available to any interested stakeholder and is publicised on our website. It is available to view by all stakeholders in the school office.

11) Annual Review of Progress

We will report annually on our progress and performance in respect of our policy covering ethnicity, disability and gender and to report annually on our progress to improve access for disabled pupils, including access to the curriculum, physical access and access to information.

12) Equality Objectives

- To raise progress and attainment in Maths and English with a particular focus on Lower Key Stage 2 girls and Upper Key Stage 2 boys.
- To raise confidence amongst girls with their mathematics.
- To monitor PPG children closely to ensure they are achieving in line or above their peers.

To raise attainment of girls in EYFS to close the gap between boys and girls.

We have chosen the first and last objective from analysing current school data.

We have chosen the second objective to fit in with our Maths Action Plan which feeds directly into the SIP.

We have chosen the third objective to maintain and improve current practice regarding provision for, and assessment of, disadvantaged pupils.

- Intervention groups are being used to raise attainment for girls in Writing and Maths. Fast Track Phonics sessions have been set up to help close the gaps between boys and girls.
- Teachers' planning is reflective of the promotion of SMSC through the teaching of English across both Key Stages. Our creative curriculum planning allows more flexibility and freedom to explore issues through a wide variety of fiction and non-fiction texts.
- These objectives will be regularly reviewed and monitored by the Senior Leadership Team.
- We expect to see signs of progress or success by the end of this academic year and will continue to track progress throughout the year using the Pupil Tracker Tool.
- We are currently budgeting for extra support delivering Intervention in Key Stage 2 and new initiatives to improve key skills in English – eg the training of a TA to deliver the 'Fast Forward Grammar' programme. We are planning to buy additional resources which promote equality e.g. photos/posters etc.
- Anyone who is resistant to the achievement of our objectives will be challenged appropriately.
- Should problems or difficulties arise, with achieving the objectives, discussions with the SLT, school adviser and governing body will be held as appropriate and advice and support will be sought.
- We will endeavour to learn from the experience and success of other schools who are implementing strategies for achieving similar objectives effectively.
- Where appropriate, staff will be trained to support the successful implementation of our policy A member of staff recently attended training on providing 'Challenge for the Most Able'.
- The SLT and governors have been consulted in deciding on these objectives.

APPENDIX – FOR INFORMATION

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools

Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected). There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender reassignment is the process a transgender person goes through to change sex.