



# LEA ENDOWED CE PRIMARY SCHOOL

## SINGLE EQUALITIES POLICY

At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving 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.

*"Let your light shine."*

**Matthew 5:16**

Approved by: Governors

Policy Updated: September 2018

Review: September 2019

Update Approved:

### 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."*

#### **Comments from our latest Ofsted inspection March '17**

*"Staff make it a priority to encourage pupils and to help them to feel positive about themselves and their lives. As a result, pupils have good self-awareness."*

*"Pupils are confident and self-disciplined". They "feel safe, enjoy school and are listened to".*

*"Children and pupils are developing a clear understanding of the Christian faith. They respect that other people may hold different views to themselves. Pupils care about one another and their school."*

*"Support within classes for pupils who have special educational needs and/or disabilities is helping pupils to learn successfully."*

## **2) School Context**

### Key features of the school

- 5 classes (Y1 are taught separately every morning for English and Maths)
- Gender balance 81 Boys 55 Girls
- FSM 13% & 21% eligible for Pupil Premium funding (current Y6 40% PPG)
- SEND 12%
- CLA – 4 children
- Attendance 97.19% (Nov '18)
- Mobility (overall and specific cohorts if applicable) 7% outwardly mobile, 4% inwardly mobile (July '18- Dec '18)
- Maternity Leave in EYFS, Permanent Y6 teacher appointed from Sept '18
- Strong Christian ethos and church-school distinctiveness which runs through every aspect of school life and impacts positively on the children's mental health, wellbeing, resilience, attitudes to learning and behaviour (see School Christian distinctiveness leaflet)

## **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:

### Early Years Foundation Stage (EYFS)

#### **EARLY YEARS FOUNDATION STAGE**

Our children generally start the Reception year with abilities that are in line with those typical for their age.

On-entry assessment indicates that the children demonstrate higher levels of ability in the following areas of learning/aspects when they start in Reception:

- Personal, Social and Emotional Development and Physical Development

whilst the pupils' abilities in the following areas of learning/aspects are not as strong, and are a priority for our planning in the Early Years Foundation Stage.

- Writing, Number, SSM and Technology

#### **2018 EYFSP Data indicates**

- Baseline assessment for this cohort using BASE indicated that children were largely typical for their age
- 70% achieved a good level of development (GLD) i.e. at least 'expected' in all aspects of the prime areas as well as literacy and mathematics. This is largely in line with national averages.
- 20% were judged to be 'exceeding' in Reading
- 20% were judged to be 'exceeding' in Writing
- 20% were judged to be 'exceeding' in Maths
- 70% met the expected level of development in the early learning goals of reading, writing and mathematics combined
- The following table demonstrates the summative performance in each Early Learning Goal by the 2018 cohort.

	Summative attainment of the 2017-18 EYFS cohort (20 pupils)													
	CL			PD		PSED			Literacy		Mathematics		UW	
	LA	Un	Sp	MH	HSC	SCS A	MFB	MR	Re	Wr	Nu	SSM	PC	TW
July 18 ELG	14	16	16	16	16	17	15	16	11	11	11	11	18	16
July 18 Exceeding	2	1	1	3	2	2	2	2	4	4	4	4	1	2
ELG+	16 80%	17 85%	17 85%	19 95%	18 90%	19 95%	17 85%	18 90%	15 75%	15 75%	15 75%	15 75%	19 95%	18 90%

- **Over time**, the percentage of pupils attaining a good level of development has largely remained the same.
- At the end of Reception in 2017/18  
25% of pupils were secure at phonics phase 2 (below age-related)  
55% of pupils were secure at phonics phase 3 (age-related expectation)  
20% of pupils were secure at phonics phase 4 or above (above age-related)

#### **Outcomes (attainment & progress) for groups in the EYFS**

- Of the 2 disadvantaged pupils in the cohort, 50% achieved a GLD. This is below the attainment of their classmates and represents expected progress from their starting points.
- Boy/Girl 10 boys and 10 girls  
80% of boys achieved GLD

70% of girls achieved GLD  
This represents a difference of 1 child

- Summer Born 33% 2/6 children achieved GLD compared with 92% of Non- SB children
- Summer Born children are now being tracked carefully through school in an effort to close the gap.
- EAL – No EAL in this cohort
- Children Looked After No CLA children in this cohort
- Children who start school with a *higher level of development* 100% met all early learning goals & exceeded in one or more of them.
- Children who start school at a *lower level of development* 0% reached a good level of development; 0% meet all the ELGs.

### **Pupil tracking of the 2018/19 EYFS cohort**

- On entry in September 2018 this cohort entered Reception with abilities typical for their age.
- Baseline Assessment using Teacher's own Baseline indicates that overall the cohort will achieve 71%GLD
- 71% are predicted to achieve a good level of development (GLD) i.e. at least 'expected' in all aspects of the prime areas as well as literacy and mathematics.
- 71% are predicted to meet the expected level of development in the early learning goal (reading, writing and mathematics)
- 15% are predicted to achieve 'exceeding' in Reading
- 15% are predicted to achieve 'exceeding' in Writing
- 15% are predicted to achieve 'exceeding' in Maths

### **Key Stage 1 (KS1)**

Standards of attainment at the end of KS1 are broadly in line with the national average.

Y2 comparisons with EYFS outcomes	EYFSP (2016) expected+	Y2 (2018) EXS+	EYFSP (2016) Exceeding	Y2 (2018) GDS
Reading	70%	75%	10%	20%
Writing	70%	65%	5%	10%
Mathematics	70%*	77.3%	0%*	20%
Combined R/W/M	70%	65%	0%	10%

The number of children exceeding at the end of KS1 outperforms EYFS Exceeding figures

Children have made expected or above progress in Reading and Maths.

1 child has not made expected progress in Writing – this child is being tracked carefully and is receiving interventions

### **Phonics screening at the end of 2017/18**

- 80% of pupils in Year 1 achieved the expected standard in the **Year 1 phonics screening check** in June 2018.
- Y1 PHONICS

%	National
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<b>2017</b>	75%	81
<b>2018</b>	80%	82.5%

The following support is being provided for the 4 pupils who did not attain the expected standard at the end of Year 1: Fast Track Phonics and Daily Reading Interventions.

33% are currently on track to meet the standard in their Year 2 re-screening.

- The trend in phonics attainment at the end of Year 1 fluctuates slightly in terms of percentages but this equates to 1 child.

Y2 phonics re takes 60% passed - This equates to 2/5 children who took the retest not achieving the standard. Both these children are SEN with English targets on their new IEPs.

- Target for the current Year 1 is that 79% will attain the expected standard and 68% are currently on track. The following support is being provided for the 2 pupils who are targeted to achieve this standard yet are not currently on track: Daily Reading, focused Phonic intervention including Precision Monitoring

### **Trends in Outcomes at Key Stage 1**

- Over the past three years, levels of attainment have been broadly in line with National Averages (slightly below in Writing)
- The 2017 cohort showed levels of attainment below NA in R, W and M. This cohort achieved 59% GLD at end of EYFS (and was 17 boys and 4 girls). This cohort are now making accelerated progress overall in Current Year 4 against their starting points
- Analysis of this information tells us that Writing was weaker than Reading and Maths, however targets for 2019 show Writing is in line with Reading and Maths. Writing is a significant priority on the SIP.
  - The gap between Summer Born and non-Summer Born has yet to be closed
  - There is no significant difference in attainment of PPG against non- PPG children; the percentages often relate to 1 child
  - Girls are stronger in Reading and Maths (2 children)
  - There is a significant difference between SEND and non-SEND however IEPs and Interventions are in place and being monitored carefully

### **Key Stage 2**

Standards of attainment at the end of KS2 are variable and cohort specific compared to national averages. This represents variable progress given the children's ability on entry and their attainment at the end of Key Stage 1. Data shows that there have been significant improvements in the number of children achieving the expected standard in Key Stage 2. Progress from Key Stage 1 to Key Stage 2 shows an improving trend overall, particularly in Reading.

The number of children achieving Greater Depth at the end of Key Stage 2 has risen in all subjects and is a result of increased challenge across the core subjects.

Whilst Writing remains below National Averages, there has been a sizeable increase in the number of children achieving the expected standard in GPS. This is now in line with National Averages and shows the impact of being a SIP priority in 2017-18. There is now a focus on composition and effect for 2018-19.

- With the exception of 1 child, latest tracking indicates that targets are likely to be met in Reading, Writing, Maths and GPS
- The following interventions are in place to support the progress of this child: Achieve 360 - Mental, Health & Wellbeing Support, Focused Reading X3 weekly, Writing – Fast Forward Grammar and Wave 3 Maths and Precision Monitoring Interventions
- With the exception of 1 PPG child, latest tracking indicates that targets are likely to be met in Reading, Writing, Maths and GPS

- The following interventions are in place to support the progress of this child: Achieve 360 - Mental, Health & Wellbeing Support, Focused Reading X3 weekly, Writing – Fast Forward Grammar and Wave 3 Maths and Precision Monitoring Interventions

Data Analysis Autumn '17 Spring '18 Summer '18	BOY	GIRL
Year 5	9	11
Reading	100% 100% 100%	36% 36% 45%
Writing	89% 89% 89%	27% 36% 36%
Maths	100% 100% 100%	55% 45% 45%
GPS	89% 89% 100%	36% 36% 45%

Strategies are in place to address the gaps within groups:

### Group Analysis –groups within the class

	<u>Remedy/action agreed</u>
<b>Is there a difference between boys and girls?</b> Reading - 100% of boys ARE and 45% girls ARE Writing -89% of boys ARE and 37% girls ARE Maths – 100% of boys ARE and 45% girls ARE <b>Significant differences across all areas with girls achieving less</b>	<b>**Girls to be seated together</b>  <b>**Develop 'no hands up policy' to prevent girl's from being passive during the lessons</b>  <b>**All girl intervention group</b>
<b>SEN / children with disabilities?</b> Two children with SEND – 10%. Child One is achieving below ARE in all areas but has made progress although less than the expected amount. Child Two is at ARE for Maths, above for Reading and just below for Writing.	<b>**SEND child One to continue to benefit from on-to-one support</b> <b>**Independent work where appropriate and when beneficial</b> <b>**I.E.P in additional to class support</b> <b>**Monitor progress towards targets</b>  Child Two – in class support as needed and writing intervention through targeted class support sessions. <b>**Monitor progress in order to close the gap in writing</b>
<b>EAL children N/A</b>	
<b>High Achieving Children</b> 6 children – 30% 4/6 working at GD (67%) 2/6 at ARE (33%)	<b>**Provide challenging/mastery tasks and activities to develop breadth and depth</b> <b>**Monitor progress carefully to ensure children don't 'coast'</b>
<b>Dis-advantaged children?</b> 8 children – 40% <u>Reading</u> 3/8 at ARE 5/8 Below 50% made expected progress <u>Writing</u> 1/8 working at Greater Depth 1/8 at ARE 6/8 Below 38% made expected progress <u>Maths</u> 1/8 working at Greater Depth 2/8 at ARE 5/8 Below 50% made expected progress	<b>**Continue to monitor progress this group towards end of year targets</b>  Interventions in place for those working below ARE and those with less than expected progress in order to close the gap. One child in this group to access support in class and work towards IEP targets set (KM)

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.

Put a reminder in here about confidentiality. We have identified the following issues from the analysis of the data: We currently have no staff of ethnic origin employed at Lea Endowed.

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**

### **Teaching & Learning**

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**

#### **Curriculum Rationale**

- The curriculum at Lea Endowed is designed to provide a deep and wide education that meets the needs of all children and gives them the skills, knowledge and understanding to prepare them for their future lives. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving. Children are encouraged to follow God's example and to achieve their God given potential in all aspects of the curriculum.
- The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the child and promote a positive attitude to learning.



- The curriculum supports the children's spiritual, moral, social and cultural development through its distinctively Christian character and its celebration of individuality, skills, knowledge and the cultural wealth of the wider school family.

### **Curriculum Statement of Intent**

At Lea Endowed Church of England Primary School we provide a Deep and Wide curriculum which supports a **lifelong love of learning** for every **unique** and individual child, underpinned by our distinctively Christian ethos.

The teaching and learning of the curriculum is **inspirational** and **relevant** to promote **creativity** and the **courage** to ask Life's Big Questions. Through positive **challenge**, children will **flourish** and become both **independent** and **collaborative** learners.

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**

Please relate to your school and think about provision which is inclusive

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

Bilingual pupils are encouraged to use their first language effectively for learning.

### **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 as identified in section 7.
- 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 is made available to any interested stakeholder and is publicised on our website. It is publicised on the school newsletter and 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 narrow the gap in Mathematics and Writing between boys and girls at the end of Key Stage 1.
- To promote spiritual, moral, social and cultural development through the teaching of English and literacy, with particular reference to issues of equality and diversity.

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

We have chosen the second objective to fit in with our School Improvement Plan objectives; Improving outcomes in Writing and further embedding British Values, linked closely to our Christian Values.

- 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 Fast Track Phonics and new Reading books in Key Stage 1 and 2. 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.
- 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.