



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 2019

Review: September 2020

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 June ‘19

“Respect and tolerance are core features of school life. School leaders ensure that pupils are taught to value the diversity they experience each day in school.”

“Leaders have planned an exciting and relevant curriculum which children say interests them and is enjoyable. It also contributes to their physical, mental and personal well-being.”

“Disadvantaged pupils make good progress in reading, writing and mathematics. The school is working successfully to diminish the difference in attainment between disadvantaged pupils and other pupils.”

“Pupils with SEND make good progress from their starting points. This is because staff plan work to meet the needs of these pupils. Leaders check these pupils’ progress and ensure that they receive effective additional support.”

“Respect and tolerance are core features of school life. School leaders ensure that pupils are taught to value the diversity they experience each day in school.”

“The school curriculum provides exceptionally well for pupils’ personal development. They are taught to identify their own personal learning goals and steps to success in order to help them achieve their dreams and ambitions. Teachers consider carefully the interests, abilities and experiences of all pupils, so each child has the chance ‘to shine’.”

“Pupils display mature and respectful attitudes towards others. A typical comment from pupils who spoke with the inspector was, ‘We are all the same, but unique.’ Pupils show understanding and respect for those of different faiths, family circumstance and gender.”

2) School Context

Key features of the school

Lea Endowed is a Christian School Family that demonstrates God’s love through our thoughts, words and actions. We follow Christ in our hearts. Our Vision is rooted in the knowledge that, as God loves us, we love each other. This encompasses every aspect of school life and from this essence, shines out each individual’s unique God-given potential. We aim to show God’s grace by showing His unconditional love to every member of the school family with the help of the Holy Spirit to lead and guide us in all our ways. Our Hope is based on the gospel of Jesus which is shared with our whole school. Lea Endowed Church of England Primary School is smaller than the average school in Lancashire, with pupil numbers remaining settled after a period of slight growth (139 in 2019/20) It is situated in a semi-rural location although pupils travel from a wide geographical area, including areas experiencing significant deprivation. Almost all children are from a White British background. The proportion of children with special educational needs and/or disabilities dipped slightly in 2018/19 to below the Lancashire average. The number of pupils entitled to free school meals rose slightly to be broadly in line with Lancashire average. The Leadership team is stable and has worked hard to bring about rapid improvement. The school was inspected in June 2019 and was judged to be Good overall, with Outstanding for Personal development, behaviour and welfare.

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.

"Leaders have created a strong culture of safeguarding in which pupils feel safe and valued." Ofsted June '19

"Small school, Big heart." Y5 comment when describing our school June '19

"We could not be happier; this school is like a haven in a dark world." Parent comment July '19

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

Children start the Reception year with abilities that are broadly in line with those typical for their age. Pupils make good progress in the EYFS and the percentage of pupils achieving a 'good level of development' in the Early Years Foundation Stage Profile (EYFSP) was 67% in 2019. This is broadly average (Lancashire average 69%) and similar to the results achieved the previous year. The Average Total Score (ATS) was slightly above average in 2019 at 36.4, an improvement from the previous year. External audit confirmed accuracy.

In 2019 the strands in which the lowest percentage of children achieve 'expected' or 'exceeding' expectations was reading and writing.

Groups at the end of the EYFS in 2019:

Boy/Girl

There was a slight difference in the attainment of boys and girls, with the percentage of girls attaining a GLD being lower than boys (69.2% of male pupils vs 62.5% female pupils)

Pupil Premium/non-Pupil Premium

50% PPG achieved GLD in maths (however this is only 1 of a possible 2 children) neither of the children achieved GLD in reading or writing.

Special Educational Needs (SEND)

1 child was identified as having SEND (special education needs or disabilities) in this cohort – this child did not achieve a GLD in reading or writing but did for maths.

Summer-born pupils (50%)

7/10 (70%) of Summer Born children achieved GLD in maths

5/10 (50%) of Summer Born children achieved a GLD in reading and writing

The school's overall scores have been very similar for the last three years.

Key Stage 1 (KS1)

In the Year 1 phonics screening check in June 2019, 85% of pupils attained the expected mark in the assessment. This is an improvement on the result in 2018.

In 2019, the levels of attainment at the end of Key Stage 1 in Year 2 were broadly in line with the 2018 national average overall, with 75% of pupils attaining at the least the expected standard in reading (national 75.5%), 68% in writing (national 68.2%) and 74% in mathematics (national 81%). The percentage of pupils that attained the expected standard in reading, writing and mathematics was 63% (national 63.7%).

The percentage attaining the 'higher' standard of 'greater depth within the expected standard' remained broadly the same as 2018 in reading at 20% and mathematics also 20%. Writing improved from 2018 to 20% from 10%.

Given this cohort's starting points at the end of Reception, when 70% of the children were assessed as having a 'good level of development', this would seem to indicate expected progress overall through the Key Stage.

The school's judgement is that children have made at least expected progress in Key Stage 1 with some making good progress from the end of EYFS, particularly in reading and mathematics.

Analysis of the performance of groups at the end of Key Stage 1 in 2019 indicates:

Boy/Girl

In 2019 in reading and writing there was little difference between the performance of boys and girls. However in maths there was a significant difference between the performance of boys and girls with 89% of boys achieving the expected standard compared to 60% of girls.

Key Stage 2 (KS2)

In 2019, the levels of attainment at the end of Key Stage 2 were above average in reading with 80% of pupils attaining at least the expected standard (national average 73%), broadly in line in writing 80% (national average 78%) and broadly in line in maths 80% (national average 79%) and 75% in grammar, punctuation and spelling (national average 78%).

Writing and Mathematics have made significant gains from 2018.

Overall, 70% attained at the least the expected standard in all of reading, writing and mathematics. This is a significant improvement from the previous year. The national average for this combined measure is 65%. The percentage of pupils that attained at the 'higher standard' was 15% in reading, 15% in writing and 25% in mathematics. RWM combined in 2019 was 0%. The average scaled score for the cohort was 104 in reading (national 104), 104 in mathematics (national 105), and 104 in grammar, punctuation and spelling (national 106). The school's judgement is that children have made good progress in Key Stage 2; cross referencing the school's tracking data with work in books and observations of teaching and learning.

Analysis of the performance of groups at the end of Key Stage 2 in 2019 indicates:

Boy /Girl

READING

100% of boys achieved the expected standard in Reading compared to 73% of girls.

WRITING

100% of boys achieved the expected standard in Writing compared to 45% of girls.

MATHS

100% of boys achieved the expected standard in Maths compared to 55% of girls.

Disadvantaged Pupils (8)

5/8 children reached the expected standard in Reading, 4/8 in Writing and Maths.

One of the children reached the higher standard in Maths.

SEND (2 pupils)

1/2 pupils achieved the expected standard in reading, writing and maths.

Strategies are in place to address the gaps within groups:

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 2.
- To continue to provide a safe, Christian learning environment where all pupils flourish, achieve their highest potential and maintain outstanding attitudes to all aspects of school life

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;

- 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 lesbophobia 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.