



ADDINGTON SCHOOL

SINGLE EQUALITY SCHEME

May 2016

Next revision May 2017

Addington Single Equality Scheme

At Addington School we promote and value diversity and human rights. We challenge stereotypes.

Purpose of the Single Equality Scheme

We recognise our duty and responsibility to establish equality for all students, staff, parents, carers, governors, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, gender reassignment, pregnancy or maternity, age, religion or beliefs as defined within existing equalities legislation.

The purpose of our Single Equality Scheme is to fulfil the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our provisions, criteria and practices. We also recognise within this Scheme the inequality linked to poverty and socio-economic factors.

Characteristics of our school

At Addington School we celebrate diversity within our school community and seek ways to share our skills and experiences for the mutual benefit of all. Lessons are carefully structured and differentiated to enable all children to learn and make good progress. We strive to balance the classes according to gender and ability where possible and appropriate. Currently over 190 staff are employed by the school and they are screened and selected in accordance with our guidelines and policy to ensure they have the right qualifications and skills for their role. All staff complete a full induction programme to support them as they settle in and help them fully understand the ethos, policy and procedures of the school.

January 2016 Census

Pupils 204 (146 boys: 58 girls) (71.6%: 28.4%)

Ethnic Group

| Ethnic Description | Number of pupils |
|-----------------------------------|-------------------------|
| Indian | 10 |
| Pakistani | 10 |
| Black-African | 8 |
| Any Other Black Background | 1 |
| Chinese | 2 |
| Any Other Mixed Background | 8 |
| White and Asian | 8 |
| White and Black African | 3 |
| Black Caribbean | 3 |
| White and Caribbean | 3 |
| Gypsy / Roma | 0 |
| White -British | 123 |
| White -Irish | 1 |
| White –Any other white background | 7 |
| Any other Asian background | 2 |
| Any other ethnic group | 1 |
| Refused | 2 |

Pupils on roll by their First Language

| Description | Number of pupils |
|-----------------------------------|------------------|
| English | 157 |
| Believed to be English | 11 |
| Other than English | 9 |
| Believed to be other than English | 15 |
| Refused | 0 |

Pupils Eligible for Free School Meals: 30%. This is a slight decrease on last year and puts the school into the 60th percentile nationally for this category in RAISEonline (March 2016)

Service Children 2

School Workforce Census November 2015

Staff 173 contracted staff

Ethnic Group

| Ethnic Group | Number of contracted staff |
|-----------------------------|----------------------------|
| Bangladeshi | 1 |
| Black British Caribbean | 1 |
| African | 1 |
| Chinese | 0 |
| Indian | 1 |
| Pakistani | 2 |
| White -British | 159 |
| White –Other | 4 |
| Any other ethnic background | 1 |
| White Irish | 2 |
| Refused | 1 |

Our Single Equality Scheme enables us to meet the **duties** under equality legislation, and to achieve the following for all groups:

| Duty | Actions taken |
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| Eliminate conduct that is prohibited by the act | We have analysed our school profile recognising its complexity and diversity both in terms of the pupils on roll and the adults employed. Our ethos reflects our Vision, Aims and Actions statements and all we do is based on these. In the 2014/2015 academic year we had 2 bullying incidents recorded (the same as the previous year) and 7 racist incidents (down from 8 the previous year). These are effectively managed by staff who fully appreciate the value of diversity and the need to promote equality of opportunity. Anti-Bullying week was held this year and nurture groups introduced to support vulnerable pupils. School Buddies provide peer support to reduce bullying incidents. Work was undertaken re: racist incidents with the individuals concerned and more broadly with assemblies |

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| | addressing this issue. |
| <p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p> | <p>Pupils who have particular needs are well supported in our school. In Core Subjects of English and Math, Foundation, Key Stage 1 and 2 have made outstanding progress. Key Stage 3 have made very good progress and Key Stage 4 good progress. In Key Stage 5 all accreditation targets have been achieved in Functional Maths, Functional English, PSD, Horticulture, Hospitality, Employability and Personal Progress. We have effective systems to monitor progress of all potentially disadvantaged groups. Care guidance and support is outstanding and pupils generally report that they feel safe in school. They all have someone they can go to if they need help. Our anti-Bullying and behaviour policies are reviewed annually in the Autumn Term and last year we were accredited as being of TeamTeach Gold Standard for the fourth time in March 2015.</p> <p>We have 24 pupils currently whose first language is not English. This figure places us in the 60th percentile compared to other schools nationally, while the number of our minority ethnic pupils places us in the 80th percentile. There may be others in the school whose parents have not officially identified their child as being one for whom English is an additional language.</p> <p>We support these students using visual means to aid their understanding of English, both spoken and written. This includes:</p> <ul style="list-style-type: none"> • Transition Objects; • Photographs; • Makaton signing and gesture; • PECS - picture exchange communication system, symbols, communication books and boards. <p>Welcome messages appear in different languages on the screen in the entrance area to the school. We also celebrate different cultures, building this into our schemes of work; projects and assemblies. We make use of the diverse language skills of our staff to support communication with both pupils and their parents as needed. Staff are supported by resources specifically collected to meet the needs of these pupils. These include guidance documentation and websites to access.</p> <p>Our performance data shows that pupils from Ethnic Minority backgrounds outperform other students in Maths and English.</p> |
| <p>Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it</p> | <p>Equality and Inclusion are central to our school ethos. Our PSHE curriculum encourages pupils to learn about diversity and difference and opportunities are also taken in assemblies to promote this, both within our community and others nationally and internationally. We contribute to many charities throughout the year. We also held a joint event with INSAAN which is a charity specifically aimed at supporting Asian families who have a child with a disability. Communication with parents and carers and other school stakeholders is valued and we use a</p> |

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| | variety of means to achieve this. Our School Council is very influential in making decisions about our school e.g. playground equipment and which charities to support. They were very much involved in the recruitment of our new Headteacher. |
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| Policy/Practice considered | How evaluated? | Outcome of analysis |
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| Behaviour | Policy has been reviewed and amended in line with recent government guidelines. Behaviour incidents are monitored for adverse trends | Behaviour continues to be well managed by staff. There are no adverse trends. In fact, the trend for physical management of pupils continues to decrease. Individual pupils require specific support which is provided and the implementation of strategies such as Nurture Groups, Aromatouch, Touch Talk and use of trained therapists has supported many of our students to develop the skills of self-management. |
| Anti-bullying | This is continually monitored. Pupils support one another through our Buddy system. Understanding of what constitutes bullying is varied but incidents are identified and addressed quickly | Anti-bullying week highlights the issues for pupils each year. The incident reports are monitored very closely and incidents of bullying are treated very seriously by all concerned. |
| Equal opportunities | The Disability Equality Scheme action plan was monitored by governors and this Single Equality Scheme will continue to be a focus for governors in the years ahead | Policy will be reviewed annually by governors in particular ensuring that the protected characteristics will be covered |
| Curriculum, RE and Sex and relationship policies | These policies are reviewed regularly. The sex and relationship policy was ratified by governors following consultation with parents / carers in the last two years | We will need to ensure that the curriculum reflects the diversity of the Equality Act |
| Learning and Teaching | This is central to our work as a school. We monitor to ensure that each pupil has equality of opportunity to access the curriculum at an appropriate level for him or her. | Equality of opportunity is central to our ethos and this is kept under constant review and altered to meet the needs of all our students e.g sourcing new residential opportunities. |

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| Safeguarding | <p>All new staff receive induction in safeguarding. All new staff are given a one sheet reminder of the key personnel and key practices that are required along with a booklet produced by the DFE (Keeping Children Safe in Education, part one) outlining the generic safeguarding practices we all must adhere to. All staff then have an annual training update to ensure they are fully aware of current issues in this arena. Governors receive an annual report. Our nominated Governor for Safeguarding visits the school annually to question staff and check that our processes are being followed.</p> <p>All staff have read and understood 'Keeping Children Safe in Education' Part One and had Prevent Training and other training to raise awareness around topics such as FGM.</p> | <p>Staff are vigilant and highlight concerns as they arise.</p> <p>Concerns raised using alert forms.</p> |
| Recruitment | This is reviewed regularly by governors to ensure compliance with current requirements | All practices reflect current legislation |

| Group engagement/ Consultation | Nature of consultation | Outcomes |
|-----------------------------------|--|--|
| Pupils | The School Council is a very effective forum for gaining pupil views. Questionnaires and discussions are also used to gain the pupil voice | Pupils generally report feeling safe and all have someone they can turn to for help. Pupils feel they are listened to and although they recognise that poor behaviour does happen, they feel it is dealt with well |
| Staff | Staff are consulted in staff meetings and through questionnaires e.g. well being survey. Many suggestions for improvement come from | TeamTeach training is valued and CPD is appreciated by staff who are keen to be able to better support their pupils. In particular Learning Support Assistants really appreciated the training |

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| | these consultations. | provided in the school day |
| Parents /Carers | 94% of parents/carers have attended a parent's evenings this year. There is a small group of parents /carers with whom contact is sparse. Our Parent Support Adviser is working to reduce this number. The results of our annual questionnaire are overwhelmingly positive. The 2015 questionnaire, which was completed by half of our parents, shows that 97% believed their child was happy at school and 99% felt their child was making good progress. | Parents/Carers are very supportive of the school and the work we do. Our new website is much more user friendly for communicating with parents and has a section dedicated to support available, updated by the Parent Support Advisor. Any concerns highlighted by the parents' questionnaire are followed up and acted on. |
| Governors | Governors regularly visit to observe practice. We have dedicated governors for Behaviour; and Safeguarding who monitor procedures and challenge staff as needed | Governors are fully committed to equality issues |

Through our Single Equality Scheme we make links to all our actions and commitments to:

- promote community cohesion;
- narrow the attainment gap in outcomes between children and young people;

The priorities for the Single Equality Scheme are set in the light of:

Consultation with parents through an annual survey and other specific surveys, Parents evenings and general feedback

Feedback from pupils through the School Council (see School Council minutes), and questionnaires

Feedback and consultation with staff through staff meetings and surveys

Our priorities for 2015/16 were:

- a) To review and update all school policies and procedures in line with the new Single Equality Policy.

All policies that have been reviewed in the last year have been considered in the light of our Single Equality Policy

- b) To provide training on equality issues for staff and governors to update knowledge and understanding

Safeguarding training was provided for staff in January. This highlighted domestic violence; forced marriage and honour based violence; and female genital mutilation as areas of increasing concern nationally that our staff need to be aware of.

- c) To monitor the curriculum and schemes of work to ensure they reflect cultural diversity, address equality issues and that anti-racism content is included with a view to reducing the racist incidents that occur in school

Our curriculum and the schemes of work have been reviewed after each term to ensure that they meet the needs of our pupils in this context. Specific assemblies have been held to address the racial incidents and many celebrate the different cultures represented within our school population.

- d) To take active steps to promote equality of opportunity between girls/boys and men/women when carrying out their functions and activities

Teachers and subject leaders are constantly reviewing our provision to ensure that equality of opportunity is provided for our pupils. Some of our PMLD students had a very successful residential experience at the Calvert Trust Centre on Exmoor – a centre that we have started using in the last few years. The aim is to offer this every two years and raise funds to support this as it is very expensive in terms of staffing.

The introduction of Eye-Gaze technology has the potential to improve the communication opportunities of some of our most disabled students. Their skills in using this have been developed through the year with targeted staff training and support for parents who are pursuing acquiring eye gaze technology for their child.

- e) To strive to eliminate disability discrimination and promote disability equality for pupils, staff, parents, carers and governors

We are constantly aiming to promote disability equality for all our community partners, ensuring that our policies and procedures reflect this. We engage in a variety of activities, groups and official bodies which promote equality and help to enhance our provision

- f) To collect data and monitor the educational outcomes for all of the following groups of pupils. In 2014 – 15:

- All pupils at Addington have learning difficulties - In Core Subjects of English and Maths, Foundation, Key Stage 1 and 2 have made outstanding progress. Key Stage 3 have made very good progress and Key Stage 4 good progress. In Key Stage 5 all accreditation targets have been achieved in Functional Maths, Functional English, PSD, Horticulture, Hospitality, Employability and Personal Progress.
- Minority ethnic pupils – either slightly outperforming other students or producing similar results in Maths and English.
- Gender- analysis of Core Subjects. In Key Stage 1/Foundation most girls made expected or outstanding progress although outperformed by boys. In Key Stage 2 girls outperformed boys. In Key Stage 3 and 4 girls made expected progress but were slightly outperformed by boys. Analysis concluded that with small cohorts the statistical differences were not significant.
- Child in Care - all made progress in Maths and English at the expected level.
- Pupils receiving free school meals – 83% made progress in one or more aspect of Literacy compared to 69% of the rest of the school population.
- Pupils for whom English is an additional language – outperforming the rest of the school population in Maths and English
- Pupils whose parents are in the Armed Forces – one pupil made expected progress with Speaking and Listening, Using and Applying and Handling Data. Progress with Number was above expectations but below expectations with Reading, Writing and SS&M were below expectations. He has now been moved into a different classroom with a very structured environment with a view to this

supporting him making progress. The other pupil is in an Access class where progress has been shown with small steps on her skills sheets and work towards her Personal Progress qualification.

Priorities for 2016/17 are:

- a) To continue to review and update all school policies and procedures in line with the new Single Equality Policy.
- b) To provide training on equality issues for staff and governors to update knowledge and understanding
- c) To deliver FGM, Prevent and CSE training in school
- d) To delivery safeguarding training at National Grid to specific National Grid employees.
- e) To monitor the curriculum to ensure they reflect cultural diversity, address equality issues and that anti-racism content is included with a view to reducing the racist incidents that occur in school
- f) To take active steps to promote equality of opportunity between girls/boys and men/women when carrying out their functions and activities
- g) To strive to eliminate disability discrimination and promote disability equality for pupils, staff, parents, carers and governors
- h) To collect data and monitor the educational outcomes for all of the following groups of pupils. In 2015 – 16:
 - pupils with a learning disability
 - Minority ethnic pupils
 - Boys/girls
 - Child in care
 - Pupils receiving free school meals
 - Pupils for whom English is an additional language
 - Pupils whose parents are in the Armed Forces
 - Pupils in receipt of the Pupil Premium

Responsibilities

The Governing Body

The Governing Body has a duty to promote equality of opportunity and eliminate discrimination. It will evaluate the policy, scheme and priorities for development and ensure the policy is updated annually. On a day to day basis, the governing body discharges this responsibility through the Leadership and Management Team.

The Leadership and Management Team promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community;
- referring to relevant and up-to-date documentation as advised by Wokingham Borough Council;
- ensuring understanding of the broad legal definition of disability;
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
- working with trade unions to implement the relevant duties in employment functions;

- ensuring that action plans are undertaken for all protected characteristics;
- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- providing appropriate training for staff, Governors and other members of the school community;
- Monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions;
- In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

All Members of the School Community

The school regards equality for all as a responsibility for all. All members of our community (staff, contractors, volunteers, children and young people etc.) contribute to ensuring that our school is a fair, just and cohesive community by:

- contributing to the Single Equality Scheme implementation and review process
- raising issues with line managers which have an impact or potential impact on the school's Provisions Criteria and Practices;
- maintaining an awareness of, and professional interest in, the school's current Single Equality Scheme and the Provisions, Criteria and Practices to which it relates;
- implementing Provisions, Criteria and Practices in accordance with agreed protocols and standards;
- behaving with respect and fairness to all members of the school community

Scheme ratified by Governors: May 2016

Scheme due for review: May 2017

Head Teacher: Mrs Liz Meek