



**Goring Church of England
(Aided) Primary School**
Faith, Love and Learning

Equality information and objectives

Approved by: Sarah Nelson – Governor for
Inclusion

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1. Aims

Children at Goring CE Primary School are encouraged to respect each other and their environment and to develop tolerance and understanding of the cultural diversity of the world in which we live. Children learn Christian values that lay the foundation for becoming caring and responsible adults in society.

The school has a caring, professional and approachable team of staff and governors who work together to provide a high standard of education and pastoral care for every child within an environment where every individual is valued.

Our school demographic as of October 2017 is as follows:

No. of pupils	% Boys/girls	% Pupil Premium	% FSM	% Not white british	% 1 st Lang not English	% Total SEN	% EHCP	% Looked After
420	52.1/47.9	12.6	6.9	12.6	5.7	12.9	1.4	0

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Sarah Nelson. She will:

- Meet with the designated member of staff for equality (currently the Inclusion Leader) once a term to discuss any issues and how these are being addressed
- Ensure the designated member of staff is familiar with all relevant legislation and the contents of this document and is cascading this to other staff members as appropriate
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn Term.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make other senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Encouraging people who have a particular characteristic to participate fully in any activities e.g. in the full range of school clubs and to take on roles and responsibilities commensurate to their age and/or developmental stage
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. pupils showing possible early signs of gender reassignment)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups identified in the equality objectives
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Dealing with relevant issues during collective worship and year group/class assemblies. Pupils will be encouraged to take a lead during these times and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak to pupils and organising school trips and activities based around the local community
- All pupils are encouraged to participate in the school's activities, such as sports clubs and roles of responsibility

- We foster links with people and groups who have specialist knowledge about particular characteristics, to help inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically

8. Equality objectives

Objective 1:

To increase the number of children with SEN who make good progress in reading

Why we have chosen this objective:

28% fewer pupils with SEN made expected progress in reading by the end of 2016-17 compared with 2015-16 data whereas an increase of 8% of non-SEN pupils have made expected progress in reading by the end of 16-17

To achieve this objective we plan to:

- Ensure that staff are aware that pupils with SEN are making significantly less progress than the previous year whilst their non-SEN peers are making more
- Commission the NHS Speech and Language Therapy Service to deliver whole school training on Narrative Therapy
- Incorporate Narrative Therapy into our programme of interventions and target struggling readers across the school
- Track progress in reading for pupils with SEN compared with their peers

Progress we are making towards this objective:

- Training arranged for 31st October 2017
- Programme purchased in readiness for training
- Resource packs being produced for each class

Objective 2:

To increase the percentage of pupil premium children who make expected progress in maths.

Why we have chosen this objective:

- 37% of pupil premium children make expected progress in maths during the academic year 2016-17 compared to 67% of non-pupil premium children

To achieve this objective we plan to:

- Select pupil premium children to have targeted intervention by the school's pupil premium intervention teacher
- Trial the Third Space Learning online tuition program for 10 pupil premium children across Years 5 and 6

- Use existing tracking procedures to monitor progress of these groups

Progress we are making towards this objective:

- Pupil premium children who did not make expected progress in maths last year have been identified and children chosen to receive either targeted sessions with the intervention teacher or online tuition through Third Space Learning
- Targeted intervention by the intervention teacher is underway with class teachers and intervention teacher liaising regularly to identify and close gaps
- Funding has been allocated to commission 10 pupils to receive online tuition through Third Space Learning
- Pupils have been registered and have started their online sessions and feedback from children has been positive

Objective 3:

To raise the percentage of boys who attain the early learning goal in writing by the end of Year R

Why we have chosen this objective:

- 59% of boys attained the ELG for writing compared with 86% of girls by the end of the foundation stage in 2016-17

To achieve this objective we plan to:

- Ensure that learning tasks involving writing inspire the boys as well as the girls
- Ensure that boys are encouraged to write for a purpose in a way they find meaningful

To achieve this objective we plan to:

- Give opportunities to write in the outdoor learning environment
- Provide special writing tool belts that will inspire boys to write
- Give opportunities to develop fine motor skills in ways that will appeal to the boys eg mud kitchen, screws, nuts and bolts, lego etc

9. Monitoring arrangements

The equality link governor and the designated member of staff for equality will update the equality information we publish, [described in sections 4-7 above], at least every year and review this document at least every 4 years.

This document will be approved by the Pupil Welfare committee and the Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN Information Report
- Exclusion Policy
- Anti-bullying Policy
- Behaviour and Discipline Policy
- Sex and Relationships Education Policy
- PSHCE Policy