

# **Earls Colne Primary School and Nursery**

## **Equality Scheme**

**2017-2020**

# 1. Policy statement

- a) In accordance with the Equality Act 2010 we will do our best to fulfil our Public Sector Equality Duty to:
- Eliminate discrimination and other conduct that is prohibited by the Act,
  - 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.
- b) We will assess our current school practices and implement all necessary resulting actions in relation to:
- sex
  - age
  - race
  - disability
  - religion or belief
  - sexual orientation
  - marriage and civil partnership
  - gender reassignment
  - pregnancy or maternity

Appendix A gives information regarding the diversity of the school population.

# 2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

# 3. Responsibilities

A named governor for Equality takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives,
- making sure the school complies with the relevant equality legislation,
- monitoring progress towards the equality objectives and reporting annually.

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives,
- making sure the equality, access plans are readily available and that the governors, staff, pupils, and their parents or carers know about them,
- producing regular information for staff and governors about the plans and how they are working,
- making sure all staff know their responsibilities and receive training and support in carrying these out,
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents,
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality in their work,
- avoiding unlawful discrimination against anyone,
- fostering good relations between groups,
- dealing with prejudice-related incidents,
- being able to recognise and tackle bias and stereotyping,
- taking up training and learning opportunities.

The headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

## **4. Staff development**

As part of the school self-evaluation process individual, group or whole staff training needs will be identified and planned for.

It is the responsibility of the Headteacher, Deputy Headteacher and Inclusion Leader to be familiar with equality legislation and guidance and to keep staff well informed.

## **5. Publication and review**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it on the school web-site.

The scheme will be regularly monitored and reviewed annually.

## **6. Reporting on progress and impact**

The governors via our website will publish a report on progress with the actions listed below at the end of each school year.

## **7. How we conduct equality impact assessment**

This section outlines our process for monitoring the potential impact of school practice in terms of

- sex
- race
- disability
- religion or belief
- sexual orientation,
- gender reassignment
- pregnancy or maternity

Pupil and parent questionnaires carried out at least every two years.

Children with special educational needs or disabilities completing a review of provision annually.

Monitoring of uptake of places at extracurricular clubs.

Analysis of attainment and progress data.

Equality objectives identified by this process will be included in the School Improvement Plan as appropriate.

## **8. How we chose our equality objectives**

Our equality objective-setting process has involved gathering evidence as follows:

- I. from the equality impact assessments listed in Section 7 above
- II. from school and national attainment and progress data
- III. attendance data analysis.

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. help to eliminate unlawful discrimination, harassment and victimisation
- iii. foster good relations between different groups.

## **9. Equality Objectives 2017-2020**

1. The attendance rates of disadvantaged children will improve year-on-year to meet a target of ninety-five percent by the end of 2019 (ongoing objective from 2016).
2. By the end of the 2020 academic year, ninety percent of boys will state that they read for pleasure (ongoing objective from 2016).
3. To accelerate the progress of girls in maths so that it is in-line with boys by the end of 2019.

The attendance of disadvantaged children will continue to be monitored weekly. Where any child's attendance gives cause for concern, discussion will take place with the child and their parent/carer to identify any issues, appropriate steps will then be agreed. External agency support will be sought if required. Improved attendance of individual children will be celebrated.

A pupil perception survey will be completed to identify any barriers male pupils have to reading for pleasure. The outcomes of this will be used to inform the English action plan.

Analysis of progress data identified that boys made more progress (during 2016-17) than girls did in four out of six cohorts (Year 2, Year 3, Year 4 and Year 6). Barriers to the progress of girls will be identified through discussion with staff, parents and pupils and following teaching and learning observations; outcomes from these will inform the school improvement plan for maths. During the 2017-18 academic year, 'Growth Mindset' will also be introduced across the school. Research shows, that girls are more likely to have a fixed mindset in maths than boys and that this is a significant barrier to learning. Following the Peer Review in November 2018 it was agreed to explore research into the development of male and female brains-is there a physiological cause for the difference. Also to compare data with partnership schools to see if they have similar patterns and investigate the practice of schools where there are no gender differences in maths. Further discussions are planned with girls to explore why they are less willing to challenge themselves.

## 10. Progress Report on the academic year 2017- 2018

The attendance of children entitled to Pupil Premium funding for the 2017-2018 academic year was 94.81% this was an increase of 0.32% on the previous year and an increase of 0.68% over two years . Pupil Premium attendance was 1.9% below non-Pupil Premium children this is an improvement of 0.43% on the previous year. 3 of this group had attendance below 90% but all had attendance above 85%. Unauthorised absence for this group was 1.42%, which was 0.14% higher than in 2016-2017 and 0.9% above non-Pupil Premium.

Attainment of boys in reading was above national at the end of Key Stage 1 and Key Stage 2. Similarly, attainment of boys in the Year 1 phonics check was well above national. Boys made progress in reading during 2017-2018 was in line with girls with a difference of only 0.02 points. All of the boys said that they enjoyed reading at least some of the time and most 69% felt that whole class guided reading had increased their enjoyment. Most boys, 80%, enjoyed listening to their teacher read aloud and 80% had good reading male role models at home. Only 28% regularly visited a library.

The average progress made by girls in maths during 2017-2018 was 6.05 points, which was 0.11 points below boys. However, the average points progress of girls was 0.05 points higher than in 2016-2017 while boys progress had decreased by 0.03.

In November 2018 a Peer Review on gender difference in maths took place, it concluded that all children received the same high quality of teaching but girls were less willing to select the highest level of challenge during independent activities. The children felt they were all given the same opportunities and teaching, yet some girls felt they were not so good at maths, whilst some boys commented that they were better at maths than girls were.

## Appendix A

### Diversity of the school population (September 2018)

Ethnicity	Female	Male	Number of Pupils
Bangladeshi	2		2
Greek/Greek Cypriot	1		1
Filipino	2	1	3
Other ethnic group		2	2
Other mixed background		1	1
Turkish/Turkish Cypriot		1	1
White-British	165	174	339
White Eastern European		1	1
White-Irish	3		3
White and Asian	2		2
White and Black African	1	1	2
White and Black Caribbean		1	1
White Other	2	3	5
White Western European	2	2	4
Refused		1	1
Total	180	186	368