



Equalities Objectives 2017-18

Vision and values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

Inkersall Primary Academy is committed to equal opportunities. Our school:

- Follows a Growth curriculum that resists notions that ability is fixed
- Offers a choice of learning challenges
- Responds to children's diverse needs
- Overcomes potential barriers to learning and assessment

Inkersall Primary Academy has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our work is underpinned by **seven guiding principles**:

1. All learners are of equal value

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

2. We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity

3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic assessment

4. We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:



- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

5. We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

6. Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

7. Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

Context

Inkersall Primary Academy is a two form entry school with part time nursery. The school buildings are all on one floor although there are some internal steps within the building due to the levels on the site on which the school is built. There is an adult toilet suitable for disabled use and a stair lift to allow access to both levels.

The building is well maintained and many classrooms have wheelchair access. All classrooms have suitable access for all other users, however, certain parts of the grassed areas have steep slopes and these provide a potential hazard. In the Foundation Stage garden there are steps. Access can be obtained through the upper playground although there is considerably more distance to travel to achieve this. The area has been surveyed and a replacement ramp in the Foundation Stage garden is not a practical option.

The area is characterised by a predominantly white British background. Almost all children speak English as a first language.

Characteristic	Total	Breakdown (number and %) or comment
Number of pupils	414	380 full time pupils + 34 part time pupils (Nursery)
Number of staff	57	54 (95%) Female 3 (5%) Male
Number of governors	6	4 (67%) Female 2 (33%) Male
Religious character	N/A	



Attainment on entry		Attainment on entry is below the national average.
Mobility of school population		Mobility is low.
Pupils eligible for FM6	129	(34% - of 380 full time pupils) as at 22.12.2017
Deprivation factor	0.2	Above average – quintile 2
Disabled staff	0	
Disabled pupils (SEN/LDD)	57*	Statements 5 /EHC 1 /school support 54
Disabled pupils (no SEN)	0	
BME pupils	17	(4% of 414 pupils)
BME staff	0	
Pupils who speak English as an additional language	0	

*as at 15.01.2018 - currently being updated for Census on 18.01.2018

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Legal Background

Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At Inkersall Primary Academy we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Our accessibility plan can be found alongside our SEN information on the school website

General duties

Disability general duty – Disability Discrimination Act 2005

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination



- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

Specific duties: disability, gender and race

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality statement. Section D (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Priority actions relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our school equality statement will be published on our website.

Roles and Responsibilities

The Board of Governors, supported by the Principal and staff, is responsible for ensuring the implementation and delivery of this statement.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.



Responsibility for monitoring and impact assessment	Key person
Disability equality (including bullying incidents)	Principal and SENCO
SEN/LDD (including bullying incidents)	Amanda Harbottle
Children Looked After	Rebecca Johnson
Safeguarding & Vulnerable children	Rebecca Johnson
Accessibility	Amanda Harbottle
Gender equality (including bullying incidents)	Principal
Race equality (including racist incidents)	Principal
Equality and diversity in curriculum content	Phase leaders
Equality and diversity in pupil achievement	Phase leaders
Equality and diversity – behaviour and exclusions	Karen Sturgess
Participation in all aspects of school life	Karen Sturgess
Stakeholder consultation	Principal / Governors
Policy review	Principal / Governors
Communication and publishing	Principal / Governors

Commitment to review

The school equality scheme will be aligned with the Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

Commitment to action

Governors will:	
Policy Development	<ul style="list-style-type: none"> Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> Provide leadership and ensure the accountability of the Principal and senior staff for the communication and implementation of school policies Highlight good practice and promote it throughout the school and wider community
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Congratulate examples of good practice from the school and among individual managers, staff and pupils Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the school carries out the letter and the spirit of the statutory duties
Principal and senior staff will:	
Policy Development	<ul style="list-style-type: none"> Initiate and oversee the development and regular review of equality policies and procedures Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	<ul style="list-style-type: none"> Ensure the effective communication of the policies to all pupils, staff and stakeholders



	<ul style="list-style-type: none"> • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold those with leadership or strategic role accountable for effective policy implementation
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively
All staff: teaching and non-teaching will:	
Policy Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with leaders which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme

Action Plan

Objective 1	To ensure that no pupil group is disadvantaged by low attendance
Protected Characteristic	Gender, SEN, Disability
Other groups	Pupils eligible for the pupil premium
Why have we chosen this?	Monitoring of attendance data shows that some groups of pupils are susceptible to poorer attendance than others. Some children eligible for the pupil premium have poorer attendance than our school average or have a higher incidence of lateness than average. Some of our children with SEN (D) have attendance that is below the school average.
To achieve this objective we plan to	<ul style="list-style-type: none"> • Review our attendance procedures and use the attendance officer, inclusion team and Principal to address issues of poor attendance. • The attendance officer and inclusion team and will focus on developing effective working practices that address attendance issues. They will <ul style="list-style-type: none"> ○ Provide support, for families of vulnerable children, that helps improve and challenge poor school attendance. ○ Carefully monitor the attendance of different groups and then take action to address any significant differences between groups. ○ Carefully monitor the attendance of pupil premium eligible pupils and use funding to address any priorities that arise from monitoring. • Where attendance is low this is dealt with on an individual basis and local authority Educational Welfare Services are advised when necessary.



Progress we are making towards achieving this objective:	<ul style="list-style-type: none"> • We have increased the time committed to supporting attendance in order to lead the work of supporting families to develop better school attendance and address lateness issues. • We have created a more positive reward system within school to make this high profile with children and parents • We are working with other attendance officers within the Trust to explore best practice to develop our provision for these key groups further. • We are exploring funding through Magic Breakfast to establish a Breakfast Club in order to promote punctuality and engagement at the start of the school day • We remind parents about attendance and punctuality through newsletters, texts and letters. • Good attendance is emphasised with classes being awarded with reward • Attendance of key groups is rising over time
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Objective 2	To support pupils to understand and appreciate the traditions, faiths and beliefs of people from other cultures
Protected Characteristic	<ul style="list-style-type: none"> • Ethnicity and race • Religion and belief
Why have we chosen this?	The school and the community in which it sits is characterized by a predominantly white British background. Children have little firsthand opportunity to be exposed to cultural differences around race, belief and tradition
To achieve this objective we plan to	Create a curriculum that provides opportunities for first hand experiences and supported for discussion and debate about beliefs, together with collaborative ways of working (our GROW and STARFISH curricular approaches. We will <ul style="list-style-type: none"> • Develop our bank of resource to include positive images of black and minority ethnic children • Challenge stereotypical views through Starfish sessions • Regular communication with children across the Trust from different backgrounds, faiths and races • Ensure that reading materials reflect multi-cultural society • Use of the 4 D room to allow children to experience immersive learning environments eg inside a mosque • Developing our trips, visits and visitors to expose pupils to other faiths and traditions • Ensure consistent and timetabled use of Starfish and Go Givers resources
Progress we are making towards achieving this objective:	<ul style="list-style-type: none"> • A new curriculum has been developed from January 2018 • Increased emphasis on trips and visits through this being part of our improvement to plan and additional allocation of funding

Objective 3	To eliminate any barriers to engagement with the school for parents or children with protected characteristics
Protected Characteristic	<ul style="list-style-type: none"> • Disability • Ethnicity and race • Gender (sex) • Religion and belief



	<ul style="list-style-type: none">• Sexual orientation
Other characteristics	<ul style="list-style-type: none">• Eligibility for pupil premium (poverty)
Why have we chosen this?	Within the area, many parents have a negative view of education based on their own personal experience or they have barriers to engagement around their own learning needs e.g. low literacy. High local unemployment can lead to low aspiration. Some parents of children with SEN and/or disability need support to access resources and to work in partnership with the school/other agencies
To achieve this objective we plan to	<ul style="list-style-type: none">• Increase the opportunities for parents to visit the school formally and informally• Equip parents with strategies for managing their child's learning difficulties including challenging behaviour• Help them understand the learning processes within our curriculum and create them a platform (a safe space) to be part of the school community• Adapting our means of communication to meet the needs of parents, using a variety of media• Parents / Carers will be invited to attend a hand over meeting at the end of each year so that new staff teams are fully aware of how best to support each child.• To survey parent views annually through a variety of methods
Progress we are making towards achieving this objective:	<ul style="list-style-type: none">• We have bought into a parenting workshop• We have introduced Class Dojo to enable daily communication• We have establish a PTA and coffee mornings for feedback• We have developed a sharing opportunity every term as part of the curriculum• We have increased the inclusion team so that there is increased accessibility and visibility for parents of children with SEN and/or disability