



Equality Scheme 2018-2021

Policy Created:	September 2018
Reviewed:	September 2020
Next Review:	September 2021

Mission Statement

At Red Lane we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Red Lane, our children BELIEVE, ACHIEVE and SUCCEED!

Introduction

Every member of our community matters. As a School, we provide education to students, we are an employer and we provide services to the wider community. (eg hire of facilities) This Single Equality Scheme brings together the school's approach for promoting equality in fulfilling these three roles so that no group or individual feels excluded or does not achieve their potential. The scheme therefore includes students, staff, governors, parents/carers and the community users of our facilities. It is important to recognise that treating people equally does not mean treating them the same.

Vision

Red Lane Primary School has an inclusive vision. We will be a leader in learning, achieving excellence in all we do. Continuous improvement and high expectations will be sustained by a culture of honesty, openness and trust which:

- is challenging, supportive and inclusive
- delivers top quality learning experiences
- develops, character, responsibility and commitment
- celebrates and rewards effort, progress and achievement at all levels
- reaches out to the wider community
- recognises individuality within a vibrant community
- inspires all to improve and maximise their progress

Policy statement

- a) In accordance with our Mission Statement and school values and school ethos we pledge:
 - to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.

- b) We will assess our current school policies and practices implementing all necessary resulting actions in relation to:
- ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age
- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity,
 - religion or belief, and
 - socio-economic background.

Statutory requirements

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

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

Community cohesion

Traditionally, almost all our pupils were from a White British background; however over the course of the last seven years the numbers of pupils from different cultural backgrounds including those from African countries and Syria, who have entered the country often as asylum seekers, has greatly increased. This has at times caused some tension within our local community. As a school, we recognise the importance of promoting cultural understanding and embrace cultural diversity. We have adopted an explicit approach to multicultural teaching and learning in order to prepare pupils for a diverse world, with many culture and beliefs. The social context of the area indicates that we are in a disadvantaged and deprived area of Bolton. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those with special educational needs is well above average.

Responsibilities

One named local governor takes the lead, but the local governing board 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; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Head of School is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians 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; and
- 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 and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Mrs Lisa Whittaker (Executive Headteacher), Mrs Rhian Driver (Head of School) Mrs Jill Cromey (Deputy Head of School) and Mrs Margaret Tuckley (SENCO) are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

Publication and review

This equality scheme fulfils statutory requirements under the terms of legislation. As a public document, the school governors publish it by making it available on request and by being available for viewing on the schools website.

The scheme will be kept under regular review for three years, amended where necessary and then replaced in September 2021.

Reporting on progress and impact

A report on progress with the actions listed below will be published via e.g. website, prospectus, newsletter etc at the start of each school year, i.e. September 2018, 2019 and 2020. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress half termly, termly and annually so the Head teacher, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Executive Headteacher, Head of School, SLT, SENCO and subject leaders we are aware of any groups or individuals who are not making at least expected progress.

Evidence of this process can be found in the Head teacher's office.

How we chose our equality objectives

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

- i. from the monitoring and analysis of pupil progress including the monitoring of all identified groups.
- ii. from the following data- Raise on Line, schools own tracking system, pupil progress and teacher assessment records, assertive mentoring records and pupil files. SEN and behaviour files
- iii. and from involving relevant people (including disabled people) from the start in consultation and discussion.

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

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

Equality Objectives 2018-2021

Equality objectives
To improve the attainment and rates of progress of boys in Reading and Writing across the school.
To improve the attainment and rates of progress of disadvantaged pupils (FSM/E6) across the school.
To increase pupil understanding and respect for different cultures and religions from their own.
To increase pupil understanding and respect of different family structures including same sex families.

Evaluation of Equality objectives July 2019

<p>To improve the attainment and rates of progress of boys in Reading and Writing across the school.</p>	<p>EYFS</p> <ul style="list-style-type: none"> • Increase of boys reaching GLD in 2019 by 5% - 47% • Increase of boys achieving literacy goals by 5% -50% <p>KS1</p> <ul style="list-style-type: none"> • 70% Y1 boys achieved phonic screen (equal to 2018) • 83% Y2 boys achieved phonic screen (up by 1%) • Decrease in boys reading attainment from 64% (2018) to 57% (2019) • Decrease in boys reading attainment from 58% (2018) to 47% (2019) • Decrease in boys reading attainment from 61% (2018) to 57% (2019) <p>KS2</p> <ul style="list-style-type: none"> • Decrease in boys reading attainment from 52% (2018) to 44% (2019) but increase in progress from -2.4 in (2018) to +0.2 (2019) • Decrease in boys reading attainment from 58% (2018) to 44% (2019) but increase in progress from -3.1 in (2018) to +0.2 (2019) • Decrease in boys reading attainment from 61% (2018) to 57% (2019) but increase in progress from +0.2 in (2018) to +3.8 (2019)
<p>To improve the attainment and rates of progress of disadvantaged pupils (FSM/E6/LAC) across the school.</p>	<p>KS1</p> <ul style="list-style-type: none"> • Number disadvantaged pupils achieving phonic screen 70% - equal to 2018. • Increases in disadvantaged pupils achieving phonic screen at the end of KS1 92%up from 83% in 2018. • Increase in reading attainment for disadvantaged pupils from 58% (2018) to 61% (2019) • Increase in writing attainment for disadvantaged pupils from 47% (2018) to 55% (2019) • Increase in maths attainment for disadvantaged pupils from 56% (2018) to 61% (2019) <p>KS2</p> <ul style="list-style-type: none"> • Increase in reading, writing and maths attainment for disadvantaged pupils from 41% (2018) to 43% (2019) • Decrease in reading attainment for disadvantaged pupils from 59% (2018) to 50% (2019) but increase in progress from -1.0 in (2018) to +0.3 (2019) • Decrease in writing attainment for disadvantaged pupils from 56% (2018) to 53% (2019) but increase in progress from -2.3 in (2018) to +0.7 (2019) • Increase in maths attainment for disadvantaged pupils from 56% (2018) to 63% (2019) and increase in progress from -0.3 in (2018) to +2.8 (2019)
<p>To increase pupil understanding and respect for different cultures and religions from their own.</p>	<p>The school has a dedicated multi-cultural week. The whole school celebrates different cultures and arranges a range of activities and outside agencies to support and celebrate our diverse society in addition to the work taking place across the curriculum.</p> <p>The school mantra for all staff and pupils to say that states how we all work together in order to make a difference and is recited in assemblies and key events such as presentation evening.</p> <p>There are weekly multicultural assemblies that celebrate differences and create thought provoking debate. Philosophy for children is used as a tool to discuss individual and group opinions.</p> <p>Pupil interviews and discussions show that pupils are respectful of each other and do not tolerate derogatory comments. The incidents of these are rare and dealt with swiftly.</p>
<p>To increase pupil understanding and respect of different family structures including same sex families.</p>	<p>The school family is made up of a variety of family structures. These are supported and welcomed equally. PSHCE lessons provide a dedicated forum to discuss and educate pupils about different structures. The PSHCE curriculum will be reviewed in 19-20 by senior leaders to ensure that is reflective of new Relationships Education guidance issued by the government.</p>

Evaluation of Equality objectives July 2020

<p>To improve the attainment and rates of progress of disadvantaged pupils (FSM/E6/LAC) across the school.</p>	<p>Due to the COVID 19 pandemic, no external assessments were completed.</p> <p>The school has accurate data up to the Spring term 2020. As part of the school Succeed strategy, missed learning will be addressed in the Autumn term. Key pupils from all vulnerable groups will be targeted as all have been affected by the pandemic. For the Autumn term KS2 will have an extended day until 4.30 on a Wednesday and Thursday.</p>
<p>To improve the attainment of those children classified as Free School Meals/ EVER6.</p>	<p>The review of scientists, artists, designers and historical figures now represent a more diverse range of influential figures. The new RE syllabus will be introduced in 20-21 year.</p>
<p>To increase pupil understanding and respect for different cultures and religions from their own.</p>	<p>PSHCE and SRE sessions are built to develop pupil understanding. The curriculum has been reviewed and overviews created to support staff to more clearly promote understanding.</p>
<p>To increase pupil understanding and respect of different family structures including same sex families.</p>	<p>Due to the COVID 19 pandemic, no external assessments were completed.</p> <p>The school has accurate data up to the Spring term 2020 which is evidenced in achievement summaries. As part of the school Succeed strategy, missed learning will be addressed in the Autumn term. Key pupils from all vulnerable groups will be targeted as all have been affected by the pandemic. For the Autumn term KS2 will have an extended day until 4.30 on a Wednesday and Thursday.</p> <p>Enhanced tracking and target planning for LAC has been created and shared with staff. This will be implemented for the Autumn term and more closely tracks educational achievement for these pupils.</p>

Evaluation of Equality objectives July 2021

<p>To improve the attainment and rates of progress of disadvantaged pupils (FSM/E6/LAC) across the school.</p>	
<p>To improve the attainment of those children classified as Free School Meals/ EVER6.</p>	
<p>To increase pupil understanding and respect for different cultures and religions from their own.</p>	
<p>To increase pupil understanding and respect of different family structures including same sex families.</p>	
<p>To improve the attainment and rates of progress of disadvantaged pupils (FSM/E6/LAC) across the school.</p>	

Accessibility Plan 2018-2021

These objectives are a summary of the main accessibility plan.

	Evaluation of Objectives July 2019
i. Improvements in access to the curriculum	
ii. Physical improvements to increase access to education and associated services	
iii. Improvements in the provision of information in a range of formats for disabled pupils	

	Evaluation of objectives July 2020
i. Improvements in access to the curriculum	
ii. Physical improvements to increase access to education and associated services	
iii. Improvements in the provision of information in a range of formats for disabled pupils	

	Evaluation of objectives July 2021
i. Improvements in access to the curriculum	
ii. Physical improvements to increase access to education and associated services	
iii. Improvements in the provision of information in a range of formats for disabled pupils	

Community Cohesion Plan 2018-2021

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Objectives
i. Teaching, learning and the curriculum	To monitor and analyse pupil performance half termly by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.
ii. Equity between groups in school, where appropriate	To continue to promote a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.
iii. Engagement with people from different backgrounds, inc. extended services	To increase the understanding and respect for different cultures and religions. To recognise and identify with different aspects of the British culture.

	Evaluation of objectives July 2019
i. Teaching, learning and the curriculum	
ii. Equity between groups in school, where appropriate	
iii. Engagement with people from different backgrounds, inc. extended services	

	Evaluation of objectives July 2020
i. Teaching, learning and the curriculum	
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