

Equality Statement and Objectives

OUR SCHOOL COMMITMENT

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

At Shelton Junior School our aim is to develop the citizens of tomorrow by:

- Ensuring that everyone is treated fairly and respectfully.
- Making our school a safe and secure place for everyone.
- Recognising that people have different needs and we understand that treating people equally does not always involve treating them the same.
- Ensuring that no one experiences less favourable treatment or discrimination because of:
 - Age
 - Disability
 - Ethnicity, colour or national origin
 - Gender or gender identity (reassigned or plan to reassign)
 - Marital or civil partnership status
 - Being pregnant or having recently had a baby
 - Religion or belief
 - Sexual identity and orientation
- We recognise that some pupils need extra support to help them achieve and be successful.
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

AIMS AND VALUES

The rich curriculum we teach enables our pupils to become:

Successful learners who enjoy learning, make progress and achieve,

Confident individuals who are able to live safe, healthy and fulfilling lives,

Responsible citizens who make a positive contribution to society.

Our skills-based curriculum enables the children to develop the skills of resilience, collaboration, reflectiveness, perseverance, problem solving, team work and independence. Alongside this, the British Values of tolerance, mutual respect, democracy, rule of law and individual liberty are also taught.

Our duties are to:

- Promote community cohesion (under the Education and Inspections Act 2006)
- Eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

We also recognise the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population and achievement outcomes.
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

INFORMATION ABOUT THE PUPIL POPULATION

Number of pupils on roll at the school: 261 as of October 2018

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment' which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'.

There are pupils at our school with different types of disabilities and these include:

- Autism;

- *Speech Language and Communication Needs;*
- *Hearing Impairment;*
- *Sight Impairment*
- *Physical/medical impairments and needs*
- *Severe Allergies*
- *ADHD*
- *Attachment Disorder*

Ethnicity

The main ethnic categories in the school are *White British, Indian, Pakistani and black mixed.*

Religion and Belief

Our school population is made up of: *'no specific religion', Christian, Catholic, Muslim, Sikh and Hindu.* There is no quantifiable data for the numbers or percentages of these.

Information on Other Groups of Pupils

We aim for all our pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from lower income households

	<i>Total</i>	<i>Percentage of school population</i>
<i>Number of pupils currently eligible for free school meals</i>	<i>60</i>	<i>23%</i>

Pupils with Special Educational Needs or Disability (SEND)

<i>Year 3-6</i>	<i>Number of pupils</i>	<i>Percentage of the school population</i>
<i>No Special Educational Need</i>	<i>203</i>	<i>78%</i>
<i>SEND provision (code K)</i>	<i>47</i>	<i>18%</i>
<i>EHCP (code E)</i>	<i>1</i>	<i>>1%</i>
<i>SEND monitoring</i>	<i>10</i>	<i>4%</i>

Pupils with English as an additional language (EAL)

There are different languages spoken by pupils in the school, including *English, Panjabi, Polish, Romanian, Russian and Urdu.*

	<i>Total</i>	<i>Percentage of school population</i>
<i>Number of pupils who speak English as an additional</i>	<i>53</i>	<i>20%</i>

language		
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Overall end of KS2 SATs data

Subject	National Average
Reading 75 %	75%
Writing 82%	78%
Maths 70%	76%
Combined 61%	64%

Young Carers

We are aware that some children may be young carers and are alert as to the signs that this may be the case.

Other vulnerable groups

- There are a number of children who receive specific help from our FLOW (Family Learning Outreach Worker) and families who attend parenting workshops alongside their children;
- We provide therapy and support for children with emotional difficulties including Lego therapy, work on assessment from Boxall profiling and referrals to external agencies when required;
- There are a number of children with severe and complex needs, including autistic spectrum disorder, attachment, global delay and speech and language difficulties.

OUR MAIN EQUALITY CHALLENGES

- Attendance targets
- SEND provision
- Pupil Premium provision
- Closing the gap between disadvantaged pupils and none disadvantaged pupils

HOW WE HAVE DUE REGARD TO EQUALITY

We are committed to working for the equality of all our pupils. To meet our duty, to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

Related policies in place are anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, gifted & talented and SEND;

- Accessibility plan for the disabled;
- Exclusions are monitored and reported;
- Incidents of harassment are recorded;
- Staff and governors have regular safeguarding and SEND training;
- Authority complaints procedures are followed;

- Non-discriminatory employment practice is adhered to;
- There are staff and pupil codes of conduct;
- Teaching targets needs and there is training on differentiation and challenge;
- EAL strategies are employed and resources targeted.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

- We provide equal access to all areas of the curriculum and provide support where necessary;
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Providing equal access to all areas of the curriculum;
- Providing additional support and resources as and when necessary;
- Supporting disabled learners and staff by meeting their individual needs;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them;
- Providing adequate training for all staff;
- Tracking and monitoring identified groups and their access and performance.

Foster good relations and community cohesion by:

- Involving parents of those children to develop understanding of how they may help their children at home;
- Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities;
- Providing an anti-prejudice curriculum which is incorporated into PSHE, Citizenship and Spiritual Moral Social and Cultural (SMSC) and which celebrates difference and diversity;
- Ensuring that pupils learn about the experiences of disabled people and how they may encounter prejudices;
- Providing policies, systems and procedures that promote tolerance and tackle prejudice, eg, Behaviour Policy, Anti-Bullying Policy, E-Safety Policy, Safeguarding Policy;
- Monitoring and ensuring equal access to after school clubs and pupils with SEND, if this is deemed beneficial for their well-being.

What has been the impact of our SEND activities? What do we plan to do next?

- At the end of KS2 2018, SEND pupils achieved the following: Reading: 31% achieved expected; in writing, 38% achieved expected; in maths 25% achieved expected.
- During the year 2018-19 we aim to sustain and improve the number of SEND pupils achieving the expected standard.
- See ASP (DofE website) for published national averages.
- During the year 2018-19 we aim to raise attainment of SEND pupils to at least, in line with national.

Ethnicity and race (including EAL learners)

Summary Information:

- We have a range of languages spoken in the school and there are a variety of cultures;
- Our pupils are very respectful of each other's ethnicities and cultures.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Assessing attainment and progress with regard to ethnic groups on a termly basis to ensure pupils who are falling behind are targeted for support as soon as possible
- During half termly DALP meetings, SEND and Pupil Premium children to be looked at specifically regarding their progress and attainment. Support and interventions will be put in place according to need

Foster good relations and community cohesion by:

- Following a curriculum that supports pupils to understand, respect and value difference and diversity;
- Ensuring that the curriculum challenges racism and stereotypes;
- Ensuring that all ethnicities are made to feel welcome and included;
- Ensuring specific national weeks or themes are honoured such as anti-bullying week, children in need, remembrance day etc;
- Offering support and information for parents;
- Involving parents, carers and families, where possible, in participating in enrichment activities;
- Ensuring the school PTA is open to all and positively promoted to our parents from different ethnic groups.

What has been the impact of our activities? What do we plan to do next?

- At the end of KS2, 50% of our EAL children achieved the expected standard in reading, writing and maths. This is slightly below the national average of 57%.

During the academic year 2018-19, we aim to maintain the high standard of attainment for our EAL pupils in all key stages.

GENDER

Summary information:

- The progress and attainment of boys and girls is monitored regularly;
- Boys and girls are consulted on issues which may affect their underachievement or well-being through class and school council, surveys.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Monitoring the attainment of all pupils by gender;
- Setting targets to improve the attainment and rates of progress of particular groups of boys and girls;
- Identifying and addressing barriers to the participation of boys and girls in activities;
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress - fathers and male carers are particularly welcomed.

Foster good relations and community cohesion by:

- Ensuring we respond to any sexist bullying or sexual harassment;
- Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes;
- Ensuring the inclusion of positive, non-stereo-typical images of women and men, girls and boys across the curriculum.

KS2 2018 results for gender split achieving the expected standard

<i>Subject</i>	<i>Boys</i>	<i>Girls</i>
<i>Reading</i>	<i>76%</i>	<i>73%</i>
<i>Writing</i>	<i>84%</i>	<i>80%</i>
<i>Maths</i>	<i>70%</i>	<i>70%</i>

Religion and Belief

Children come from a variety of religions such as Christian, Muslim and Hindu.

We promote this diversity and promote understanding and acceptance of all pupils and their families regardless of their religion and belief.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- Studying all major religions and beliefs;

- Building on children's cultural backgrounds to develop understanding of themselves and others.

Foster good relations and community cohesion by:

- Our curriculum, especially in RE and PSHE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values;
- Enabling pupils to develop respect for others and helps to challenge prejudice and discrimination;
- Holding special assemblies to mark religious festivals;
- Visiting local places of worship;
- Tackling any form of bullying based on religious discrimination;
- Tackling prejudices relating to racism and xenophobia.

What has been the impact of our activities? What do we plan to do next?

- Our children are very tolerant of one another's beliefs;
- We have a clear set of values that underpins our ethos;
- Pupils and parents of different faith groups feel valued and respected.

Our Equality Objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objectives. We aim to address areas where we need to take action to improve equality and tackle disadvantage

We will regularly review the progress we are making towards meeting our equality objectives.

Objective	How?	Success criteria
For children on the SEND register to make appropriate and good progress in line with their starting points.	Through quality first teaching and effective interventions run by both teachers and TAs.	SEND pupils progress is good or above by the end of each year group.
To improve standards of attainment by EAL pupils in all key stages	Targeted interventions across the school. Increased TA and teacher knowledge about their EAL children. Termly pupil progress meetings to track progress	100% of EAL children will achieve the expected standard by the end of KS2
To ensure there remains little to no gender gap in any subject	Regular monitoring and pupil progress meetings Targeted interventions by the class teacher where and when needed	There will be little to no gender gap in attainment at the end of KS2

CONSULTATION AND ENGAGEMENT

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Questionnaires;
- Pupil questionnaire;
- Newsletters;
- Class and School Council;
- Termly SEND meetings;
- Parent evenings and feedback sheets.

OUR EQUALITY OBJECTIVES

Objective	How?	Success Criteria
To close the gap between all groups of vulnerable children and the rest of the cohort.	Regular pupil progress meetings. Targeted support in class and through interventions	Any gap will be reduced by over the next year.
To continue to improve attendance, particularly of Pupil Premium and SEND children	Rigorous monitoring, follow-up and fortnightly Inclusion team meetings	Attendance of all groups to be 95% or above.
To keep the gender gap as minimal as it is currently	Pre-teaching where appropriate along with targeted interventions	Gender gap in core subjects remains minimal

RELATED POLICIES

Accessibility Policy and Plan

Site Improvement Plan

Anti-Bullying Policy

Attendance Policy

Behaviour Policy

Inclusion Policy

RE Policy

SEND policy

Data will be processed to in line with the requirements and protections set out in the General Data Protection Regulation.

This policy was written in: November 2018

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