

Equality information and objectives

Bucklesham Primary School



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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 board 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
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

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

- › 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 September.

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:

- › Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

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

- › Publish attainment data each academic year showing how pupils with different characteristics are performing, where appropriate to our school
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › 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. Diversity is one of our curriculum drivers because of the limited diversity amongst the pupils in our school
- › Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- › We consult and involve those affected by inequality, in the decisions we take to promote equality and eliminate discrimination. We ask parents to answer questions related to the Equality Act annually and decide if they would like to participate in school work on equality

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 with the completed risk assessment.

8. Equality objectives

Objective 1

To narrow the gap in achievement between boys and girls in Maths and English.

Why we have chosen this objective: Historic data showing that there are gender differences in achievement.

To achieve this objective we plan to: SLT to identify data relating to boys and girls. Teachers to be aware of any gender gaps within their classes and devise actions to address these. SLT to monitor on a half termly basis.

Progress we are making towards this objective: School led tutoring is now in place from June 22 to address gaps, including gender gaps. PIXL data shows gender gaps in writing. School Improvement Summary shows a significant difference between girls and boys in reading and writing at Y2 with girls outperforming boys. Y6 girls significantly outperformed boys in 2022 in reading, writing and maths.

Objective 2

To ensure all pupils across ability ranges with pupil premium funding make at least expected levels of progress

Why we have chosen this objective: Historic data that pupil premium children do not make as much progress as their peers.

To achieve this objective we plan to: Track pupil progress on a half termly basis. For pupil premium children identified as higher ability in KS1 to exit KS2 with results at the higher level of achievement.

Progress we are making towards this objective: School led tutoring in place since June 22, targets Pupil Premium children. Disadvantaged Y6 outperformed non-disadvantaged in reading in 2022, but significantly underperformed in comparison in writing. Disadvantaged Y2 outperformed non-disadvantaged in reading and maths in 2022, but significantly underperformed in comparison in writing.

Objective 3

To ensure higher ability children exiting KS1 exit KS2 at the higher level of achievement

Why we have chosen this objective: Historic negative progress data.

To achieve this objective we plan to: For children identified as higher ability in KS1 to exit KS2 with results at the higher level of achievement. SLT to monitor the progress of identified children each term.

Progress we are making towards this objective: Termly tracking is now in place which tracks where the children actually are, and tracks progress as well as attainment. Children did not make enough progress between Y2 and Y6 for last year's cohort with negative progress scores -0.5 in reading, -2.5 in writing and -6 in maths. Targets have been set for this year's Y6 in line with their Y2 and EYFS data to ensure enough progress has been made.

Objective 4

To ensure all children have the opportunity to access high quality catch up and remote learning offer

Why we have chosen this objective: To ensure children catch up after Covid.

To achieve this objective we plan to: Identify as vulnerable due to limited technology or housing situations. SLT to monitor the progress of identified children each term. Use PIXL and booster interventions to identify gaps.

Progress we are making towards this objective: PIXL data highlights children for interventions each term, each class has an afternoon of school led tutoring available run by the class teacher. Rapid Catch up for phonics and Beat Dyslexia is in place to secure early reading skills in KS2 children.

Objective 5

To embed the PSHE curriculum to reflect a 21st century community and our globally diverse immersive approach to learning. We will also continue to refine and embed our PSHE curriculum to reflect the RSE 2020 Guidance with a particular focus on healthy relationships, 'whole body health', personal safety and 'whole body health'. Within our curriculum design we will continue to build cultural capital through a rich variety of learning opportunities.

Why we have chosen this objective: After the introduction of the 2020 guidance about RSE, we need to refine and embed our PSHE curriculum. To achieve this objective we plan to: Monitor and ensure that the PSHE curriculum is embedded throughout school. Continue to promote opportunities to celebrate global diversity including race, and gender and continue to challenge stereotypes. Follow the FOSS diversity action plan and work with surrounding schools on this approach Make explicit in curriculum documents opportunities to celebrate and understand global diversity.

Progress we are making towards this objective: Long term plan in place using Kapow scheme and resources. Diversity has been identified as a curriculum driver due to our cohorts not being very diverse. Explicit links being made in assemblies to lots of areas of diversity and curriculum enrichment days Spring/ Summer 2023 – Hindu day, visit to Bucklesham church. Long term plan linked with ideas for diversity.

9. Monitoring arrangements

The governing board and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing board and the headteacher at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

**Bucklesham Primary School Equality Objectives 2021
- 2024**

Objective 1: To narrow the gap in achievement between boys and girls in Maths and English				
Actions	Outcomes	Measures of Success	Timescale	Progress
1. SLT to identify data relating to boys and girls. 2. Teachers to be aware of any gender gaps within their classes and devise actions to address these. 3. SLT to monitor on a half termly basis.	<ul style="list-style-type: none"> Target groups to be identified and shared with all teaching staff. Interventions and adjustments to the curriculum (where needed) set up/made. Gender focused book scrutinies by SLT and feedback provided to staff. 	Identified gaps in attainment reduced in the core curriculum subjects of English, Maths and Science.	September 2019 –July 2020 to review data. Impact will continue to be monitored for the next 3 years. Focus of termly data reviews.	March 23 School led tutoring is now in place from June 22 to address gaps, including gender gaps. PIXL data shows gender gaps in writing. School Improvement Summary shows a significant difference between girls and boys in reading and writing at Y2 with girls outperforming boys. Y6 girls significantly outperformed boys in 2022 in reading, writing and maths.
Objective 2: To ensure all pupils across ability ranges with pupil premium funding make at least expected levels of progress				
Actions	Outcomes	Measures of Success	Timescale	Progress
1. HT to meet with pupil premium children on a termly basis. 2. To track pupil progress on a half termly basis. 3. For pupil premium children identified as higher ability in KS1 to exit KS2 with results at the higher level of achievement.	<ul style="list-style-type: none"> To listen and act upon the voice of the pupils. Interventions put in place where needed. Teachers to complete pupil premium case study reports termly. To ensure provision for more able pupil premium children provides them with challenge and allow them to work at greater depth level. 	Pupils with pupil premium funding to make at least expected progress comparative to their non-pupil premium peers with the same entry level data.	September 2020 –July 2021 Focus of termly data reviews. Provide case studies	March 23 School led tutoring in place since June 22, targets Pupil Premium children. Disadvantaged Y6 outperformed non-disadvantaged in reading in 2022, but significantly underperformed in comparison in writing. Disadvantaged Y2 outperformed non-disadvantaged in reading and maths in 2022, but significantly underperformed in comparison in writing.
Objective 3 To ensure higher ability children exiting KS1 exit KS2 at the higher level of achievement				
Actions	Outcomes	Measures of Success	Timescale	Progress
1. For children identified as higher ability in KS1 to exit KS2 with results at the higher level of	<ul style="list-style-type: none"> The curriculum to provide challenge to stretch more able pupils. 	For pupils exiting KS1 with higher attaining data to exit	September 2020 –July 2023 Focus of	March 23 Termly tracking is now in place which tracks where the children actually are, and tracks

achievement. 2. SLT to monitor the progress of identified children each term.	<ul style="list-style-type: none"> Interventions/ support put in place where needed by class teachers. 	KS2 achieving higher attaining results.	termly data reviews	progress as well as attainment. Children did not make enough progress between Y2 and Y6 for last year's cohort with negative progress scores -0.5 in reading, -2.5 in writing and -6 in maths. Targets have been set for this year's Y6 in line with their Y2 and EYFS data to ensure enough progress has been made.
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Objective 4 To ensure all children have the opportunity to access high quality catch up and remote learning offer

Actions	Outcomes	Measures of Success	Timescale	Progress
1. Identify as vulnerable due to limited technology or housing situations 2. SLT to monitor the progress of identified children each term. 3. Use PIXL and booster interventions to identify gaps.	<ul style="list-style-type: none"> Online and catch up Interventions/ support put in place where needed by class teachers. PIXL data used to support learning. 	Vulnerable children are achieving that of their peers and are inline with expected standard.	September 2020 –July 2023 Focus of termly data reviews	March 23 PIXL data highlights children for interventions each term, each class has an afternoon of school led tutoring available run by the class teacher. Rapid Catch up for phonics and Beat Dyslexia is in place to secure early reading skills in KS2 children.

Objective 5 - To embed the PSHE curriculum to reflect a 21st century community and our globally diverse immersive approach to learning. We will also continue to refine and embed our PSHE curriculum to reflect the RSE 2020 Guidance with a particular focus on healthy relationships, 'whole body health', personal safety and 'whole body health'. Within our curriculum design we will continue to build cultural capital through a rich variety of learning opportunities.

1. Monitor and ensure that the PHSE curriculum is embedded throughout school. 2. Continue to promote opportunities to celebrate global diversity including race, and gender and continue to challenge stereotypes.	<ul style="list-style-type: none"> Children are able to understand they are part of a global society that challenges stereotypes Curriculum is explicitly linked to promoting awareness of diversity and gender There is a cluster approach and vision to celebrating diversity in FOSS. 	Children have broad and balanced perceptions about equality including race, diversity and gender.	September 2020 - 2023	March 23 Long term plan in place using Kapow scheme and resources. Diversity has been identified as a curriculum driver due to our cohorts not being very diverse. Explicit links being made in assemblies to lots of areas of
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<p>3. Follow the FOSS diversity action plan and work with surrounding schools on this approach</p> <p>4. Make explicit in curriculum documents opportunities to celebrate and understand global diversity.</p>				<p>diversity and curriculum enrichment days Spring/ Summer 2023 – Hindu day, visit to Bucklesham church. Long term plan linked with ideas for diversity.</p>
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