

Sandhurst Primary School

Single Equality Scheme

(Statutory)

2022 – 2025

May 2022



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EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010 which replaced all existing equality legislation and provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful. The Public Sector Equality Duty stipulates:

- The eliminate of unlawful discrimination
- A duty to advance equality of opportunity between people who share protected characteristics and those who don't
- A duty to foster or encourage good relations between people who share protected characteristics and those who don't

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific actions to demonstrate how we meet the general duties. These include:

- publish equality information – to demonstrate compliance with the general duty across its functions (**we will not publish any information that can specifically identify any child**)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above (where available) and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following areas:

- admissions
- attendance
- attainment
- exclusions
- (acts of) discrimination or prejudice

Our equality objectives are priorities that we have identified across the key protected characteristics as potential barriers to educational equality. These objectives and the expected outcomes will be regularly reviewed by the Senior Leadership team and the governing body of the school.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- recognise and respect diversity
- foster positive attitudes and relationships and a shared sense of belonging
- observe good equalities practice, including staff recruitment, retention and development
- aim to reduce and remove existing inequalities and barriers
- consult and involve staff, parents, pupils, governors, the Local Authority and the wider community
- strive to ensure that the local community and society will benefit

Our ethos (Sandhurst Primary School Mission Statement)

At Sandhurst Primary School we believe in excellent progress for all and excellent experiences for all, in a safe and caring environment.

We believe our vision can be realised by promoting:

- Relevant, stimulating and enriching teaching.
- Partnership with parents.
- Use of our environment to facilitate and inspire learning.
- The cultures, backgrounds and experiences of all members of the school and wider community.
- A risk-taking culture of learners.
- A community which celebrates success and achievement, and places a high value on the contributions of all its members.

We believe that by monitoring and evaluating our aims we will be able to establish realistic targets for continuous improvement and school development.

Addressing Discriminatory Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of discrimination will fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of discrimination in order to prevent any incidents. If incidents still occur we address them immediately. They will be dealt with by the Senior Leadership Team. Incidents and resulting actions will be reported to the Governing Body and may be reported to the Local Authority, using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole school's responsibility.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Whilst this is a shared responsibility there is a specified lead governor for Equalities
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected

	from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report incidents of discrimination. Regular equalities training is part of our Continuing Professional Development (CPD) entitlement for all staff. This training may be provided by school leaders or sourced externally.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. Whilst this is a shared responsibility, a Deputy Head teacher and SLT Inclusion and Equalities Leader monitor and steer monitoring, work and initiatives.
Inclusion Team (including multi-disciplinary) SEND teachers and support staff plus Equalities SLT lead)	Through their regular meetings; monitor the progress and attainment of pupils from minority groups and identify and address potential barriers to learning. Ensure these pupils are referred to external agencies when school based interventions and support are not able to meet the needs of the pupil or further specific family support is required.
Teaching and all Support Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report incidents of discrimination.
Parents	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community is tackling inequality and achieving equality of opportunity for all.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Scheme and our published equality information and equality objectives by publishing them on the school's website.

Breaches

Updated April 2022

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and the Governing Body.

Monitor and Review

This Single Equality Scheme is linked to our school Equality policy. It is also linked to the school development plan and includes targets determined by the governing body for promoting equality. As part of the regular schedule for monitoring policies and other aspects of school life, this policy and the related action plan will be reviewed by Governors. We will update our Action Plan in the light of our review of activities and information gathering undertaken throughout the year. Our equalities objectives will be reviewed termly, this will be reported to and reviewed by governors annually. We will formally review our Single Equality Scheme every three years.

Any pattern of inequality found as a result of this monitoring will be used to inform future planning and decision-making. Appropriate action will be quickly taken to address any patterns/trends or incidents that are identified. Actions and outcomes will be shared with staff and governors. The Headteacher provides monitoring reports in the Head teacher's report to Governors on a termly basis.

If objectives/targets are met for at least two terms, before the formal review of the Equalities scheme, they will be reviewed and amended.

Date approved by the Governing Body **(May 2022)**

Date to be fully reviewed by the Governing Body **(May 2025)**

Sandhurst Primary School Equalities Information and SMART Objectives

Our school has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

635 Pupils in total

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?

Using the Scholarpack data the following information was available:

If the figure is less than 5 pupils it is not reported (N/R) to ensure that individual children are not identified

Ethnic Categories							
White British	219	White & Black Caribbean	29	Indian	N/R	Any Other Black Background	17
Irish	7	White & Asian	11	Pakistani	8	Refugee	0
Any other white background	39	White & Black African	25	Bangladeshi	N/R	Asylum Seeker	0
Gypsy or traveller of Irish Heritage	0	Any Other Mixed Background	31	Any other Asian background	N/R	Any Other Ethnic Group	35
Roma	0	Chinese	7	Black Caribbean	69	Information Refused/Not Obtained	6
White European	22	Vietnamese	N/R	Black African	58	Turkish/Turkish Cypriot	N/R

Disability Categories							
Not Collected		Needs Medication	2	(Excluding asthma)		Other Disability/Health Issue	N/A
No disability	544	Incontinence	3			Specific Learning Difficulty	6
Mobility	9	Speech, Language & Communication	25			Moderate Learning Difficulty	5
Hand Function	4	Hearing	2			Behaviour, Emotional and	15

Social Difficulties			
Personal Care	5	Vision	2
Eating and Drinking	1	ASD/Asperger's	11

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	10%	10/98
Internal support (SaLT/Phonics/SEAL)	86%	84/98
External Support	52%	51/98
EHCP	2%	12/98

Gender	
Girls	318
Boys	316

Religion & Belief					
Anglican	0	Church of England	34	Sikh	0
Baptist	0	Hindu	14	No Religion	232
Buddhist	3	Jewish	0	Other Religion	2
Catholic	56	Methodist	0	Unknown	25
Christian	256	Muslim	89		

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected.

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps within progress and attainment, engagement with teaching and learning or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Discriminatory incidents
- Rewards and sanctions
- Representation on school bodies e.g. school council

Monitoring and Meeting our Equalities Objectives

In light of the Covid-19 epidemic and school closures we are aware that there are a number of children who fall within some minority groups who have been significantly disadvantaged, or further disadvantaged during the last two school years. However, accurate quantitative data, particularly regarding progress and achievement is limited. National data, including comparative data and analysis of our school features and performance, will be delayed into the next academic year. During the coming terms, using our school monitoring and assessment systems, we aim to gain a clearer picture of gaps in learning and barriers to progress for groups and individuals.

Statements and figures will be amended to reflect the greater clarity and detail, which will be gained over time.

Due to the lack of accurate and comparable quantitative data we aim to monitor the targets and the effectiveness of our Single Equality Scheme in the following quantitative and qualitative ways:

- **School assessment and progress data** will be monitored and reviewed with class teachers, senior leaders and governors. The SLT Data and Assessment coordinator leads on gathering and analysing the data. Assessment data is reviewed termly with class teachers and their link member of the SLT team. Actions and interventions are put in place for those children not making at least 'expected progress'. School assessment outcomes and progress data is shared with parents at termly parents meetings. Progress and assessment data analysis is shared with Governors in the Headteacher's termly report. Children from minority groups not making expected or better progress or below age related levels will be identified and additional support planned, implemented and reviewed at either Senior Leadership Team (SLT) class link meetings or inclusion team meetings.
- **Attendance** will be reviewed half termly by the Headteacher, Deputy Headteacher (Equalities Lead) and Attendance Officer. Families from within our minority groups who are falling below the **expected attendance of 97%** will be identified and supported to improve their attendance.
- **Focus groups** will be established for each equalities objective to help us better understand, pupil, staff and parent perspectives and what we may do better to break down barriers to engagement, progress and achievement. **'Pupil voice'** will be a key component of this monitoring and analysis. Pupils from across all groups will be chosen to discuss their work as part of curriculum monitoring. There will be governor support to identify and work with identified focus groups over time.
- **Intersectionality** of groups and needs will be a priority. Those pupils within minority groups with additional needs or barriers to learning such as SEND, social and emotional difficulties, attendance, behaviour, EAL or pupil premium will be identified and prioritised. They will have their needs, progress and achievement monitored and reviewed by the Inclusion team (see Responsibilities section), within multi-disciplinary review

meetings. Minority groups will also be monitored by gender to ensure there are not gender disparities in achievement at any level, including above age related achievement expectations.

- **Case studies** of a small number of pupils from minority groups will be reviewed in greater detail to ensure that issues can be identified and addressed. Intersectionality need will be key to our selection of case study participants. For example we may choose to look at ethnicity and race or special educational needs.

We have identified and agreed the following objectives to be achieved on, or before, the formal review of this document in April 2025. However, these objectives will be reviewed annually in the autumn term and may be amended to reflect progress made.

EAL Equality Objective: To close the attainment gap in reading to within 10% for EAL pupils in KS1 & 2

Why: Summative school assessment data shows that pupils with English as an additional language do not do as well as other pupils in reading. This has worsened due to the Covid-19 pandemic and school closures. Current school assessments show that:
39% of EAL pupils across the school are currently attaining Age Related Expectations (ARE) or better in reading.
60% of non-EAL pupils attain Age Related Expectations (ARE) or better in reading.

How:

- Monitor and target EAL pupils within nursery and reception to ensure that gaps within the Language and Literacy Early Learning Goals are identified and addressed through Quality First Teaching
- Use the reception 'Language Links' screening results to advise teachers and TAs of difficulties experienced by EAL children and use the programme's resources and materials
- Target EAL pupils in year 1 and 2 for an intensive additional daily reading programme

- Target the parents of EAL children in nursery and reception, encouraging attendance at pre-school family learning sessions.
- Monitor the progress and attainment of EAL children as part of SLT year group link meetings; enabling early focussed support and specific interventions. Support will include pre-learning of topic vocabulary and texts, visual and picture prompts to support learning, use of the 'Little Bridge' programme for EAL learners and support to 'think it, say it, write it' as part of all recording
- Specialist 1:1 TA support for those pupils at the earlier stages of English language acquisition
- An oracy programme will developed across the school to support English language learning needs
- Pupils joining the school in KS1 & 2 at an early stage of English fluency will receive immediate and intensive phonic support
- Pupils whose parents have EAL needs are identified and given additional language support
- Parents will be involved and consulted

Outcome: Attainment EAL pupils (except those at the earlier stages of English fluency) will be within 10% of the attainment of non-EAL pupils

Gender Equality Objective: To close the ARE attainment gap in writing between boys and girls to within 5%

Why: Summative assessment data shows that across the school more girls than boys are attaining age-related expectations in writing. Current school assessments show that across KS1 and KS2 **46% of girls** and **32% of boys** are on track.

How:

- English coordinators in both schools will ensure that books/texts children read and study are relevant and engaging and plan writing outcomes that will appeal to boys and girls
- SLT year group link meetings will monitor and address gender differences in achievement within year groups and classes

- Topic teaching will involve pupils more in initial planning stages, allowing children greater ownership of learning and including their own interests and questions.
- Our 'Fast Feedback' marking and feedback strategy will ensure prompt, personalised marking and conferences, clearly prioritising what has been done well and where improvements need to be made.
- The 'Writers Toolkit' approach to writing will ensure that children fully understand the expectations of a genre and that writing is taught in stages, may be 'scaffolded' with regular reviews and, where possible, feedback
- English intervention groups will prioritise gender. Interventions will be planned across a block of lessons with a specific focus appropriate to progress, attainment and need.
- The 'Destination Reader' initiative, will improve reading fluency, engagement and understanding of texts which will positively impact on writing attainment
- Parents will be involved and supported by year group teachers and literacy coordinators (parent's meetings/direct support/sign-posting to books and resources) to help develop their son's interest in and engagement with writing.

Outcome: To equalise age-related performance in writing between girls and boys across the school.

Race Equality Objective: To raise the attainment, in reading, writing and maths of Black, African, Caribbean or Black British pupils (where there is an attainment gap), so it is no more than 5% compared with the age-related performance of all pupils within their year group.

Why: Summative assessment data shows that some pupils from Black, African, Caribbean or Black British backgrounds are not achieving as well other groups. Numbers of pupils from minority ethnic black backgrounds vary in different year groups but currently make up 24% of all pupils in the school as a whole. Current summative assessment data shows a 12% gap in ARE/ ARE+ attainment in reading, a 14% gap achieving ARE/ARE+ in maths and a 14% gap achieving ARE/ARE+ in writing across the school.

How:

- Monitor of the progress and attainment of Black, African, Caribbean or Black British pupils children as part of SLT year group link meetings and Inclusion meetings (if a child has additional needs) and adjust support and provision to ensure needs are understood and effectively met
- Deputy Headteacher and an SLT Inclusion Lead are 'Equalities and Diversity Champions,' responsible for closely monitoring, acting as an advocate and ensuring positive outcomes for this group of pupils
- Curriculum planning and delivery will ensure an inclusive, relevant and engaging curriculum which reflects backgrounds and families in our school community and societal diversity. Books and resources will be chosen to promote positive representations of black children, families, culture and history.
- Early intervention for Black, African, Caribbean or Black British pupils, whose attainment or progress cause concern, will be prioritised. These interventions will be time-limited, specific (clear next steps required for progress and attainment) and monitored for effectiveness.
- Parents will be involved and consulted.

Outcome: Age-related expected attainment gaps between Black, African, Caribbean or Black British pupils and other pupils, within year groups, and across the school will decrease.