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## Northbourne CE (A) Primary School

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## Equality Policy and Plan, 2014 - 2018

### 1. Equality Policy Statement

As a school we acknowledge and welcome our duties under the Equality Act 2010. These general duties are to:

- Eliminate discrimination
- Advance equality of opportunities
- Foster good relations between all groups of pupils and parents within the school, and between the school and the wider community

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

The Equality Act designates the following protected characteristics:

- Age (for employees)
- Disability
- Race
- Sex, including issues of transgender and gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

In order to meet our general duties as listed above, the law requires us to carry out specific actions. These are:

- To publish equality information to demonstrate compliance with the duties outlined (we will not publish information that can identify any individual children)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focuses for equality objectives. The data will relate to the following aspects of the school's work:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents

Our objectives will detail how we secure equality of opportunity in each of these aspects. Our objectives will not be limited to these functions however; where other functions are found to raise issues of equality, these will be included as additional objectives.

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

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 those related to staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely

The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice may attain and achieve less well in the education system. We provide our staff and pupils with an awareness of the impact of prejudice in order to prevent any such incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

## 2. Responsibilities

Group	Responsibility
<b>Governing Body</b>	<ul style="list-style-type: none"> <li>• Involve and engage the school community in identifying and addressing equality barriers and the setting of objectives to address these;</li> <li>• Monitor progress towards achieving equality objectives;</li> <li>• Publish objectives and equalities data.</li> </ul>
<b>Headteacher</b>	<ul style="list-style-type: none"> <li>• Promote key messages to staff, parents and pupils about equality, what is expected of them and what can be expected from school in return with regards to equalities;</li> <li>• Ensure the school community receives adequate training to ensure equality is promoted;</li> <li>• Ensure all staff are aware of their responsibility to record and report prejudice-related incidents.</li> </ul>
<b>Senior Leadership Team</b>	<ul style="list-style-type: none"> <li>• Support headteacher in meeting duties listed above;</li> <li>• Ensure fair treatment and access to services and opportunities;</li> <li>• Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents.</li> </ul>
<b>Teaching staff</b>	<ul style="list-style-type: none"> <li>• Contribute to securing the very best outcomes for all pupils;</li> <li>• Understand and uphold the commitment to pupils and parents / carers that they will be treated fairly without prejudice;</li> <li>• Contribute to the design and delivery of an inclusive curriculum;</li> <li>• Understand the responsibility to record and report all prejudice-related incidents.</li> </ul>
<b>Non-teaching staff</b>	<ul style="list-style-type: none"> <li>• Uphold the commitment made by the headteacher as to how pupils and parents / carers can expect to be treated;</li> <li>• Support colleagues within the school community;</li> <li>• Understand the responsibility to record and report all prejudice-related incidents.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the Governing Body of possible actions that can be taken to remove these;</li> <li>• Take an active role in supporting and challenging the school to achieve its commitment to tackling inequality and securing equality of opportunity for all.</li> </ul>

<b>Pupils</b>	<ul style="list-style-type: none"> <li>Support the school to achieve the commitment made to tackling equality;</li> <li>Uphold the commitment made by the headteacher to pupils, parents / carers, staff and the wider community can be expected to be treated.</li> </ul>
<b>Local community members</b>	<ul style="list-style-type: none"> <li>Take an active part in identifying barriers for the school community and in informing the Governing Body of possible actions that can be taken to remove these;</li> <li>Take an active role in supporting and challenging the school to achieve its commitment to tackling inequality and securing equality of opportunity for all.</li> </ul>

- We will ensure the whole school community is aware of the Single Equality Policy and our published equality information and objectives by publishing them on our school website ([www.northbourne-school.org.uk](http://www.northbourne-school.org.uk));
- This policy and our objectives also applies to our Morning Fun Club;
- Objectives will be reviewed every three years in relation to changes in our school profile. Objectives also form part of the overall School Development Plan and therefore will be reviewed as part of this.

### 3. School equalities information (correct as of February 2013)

Northbourne CE Primary School have used the following data to assist in the identification of some of the barriers to pupils accessing education provision.

#### 3i. Understanding our school community – pupils

<b>273 pupils on roll</b>	<b>142 girls</b>	<b>131 boys</b>
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Ethnic background:

White British	239	White and Black Caribbean	1	Indian	0	Any other black background	0
Irish	0	White and Asian	3	Pakistani	0	Refugee	0
Any other White background	14	White and Black African	5	Bangladeshi	0	Asylum seeker	0
Traveller of Irish Heritage	0	Any other mixed background	1	Any other Asian background	0	Any other ethnic group	0
Gypsy / Roma	0	Chinese	0	Black Caribbean	6	Information refused	4
White European	0	Any other Chinese background	0	Black African	0		

*Comparisons to 2001 census data from Didcot Park ward for the sizeable groups outlined above:*

- 96% White British compared to school total of 88%;
- 1% Other White background compared to school total of 5%
- 0.07% Black Caribbean compared to school total of 2%.

Religion and belief:

Christian	197	Sikh	0	Hindu	0	No religion	57
Buddhist	0	Jewish	0	Other religion	1	Information refused	18
Muslim	0						

Comparisons to 2001 census data from Didcot Park ward for the sizeable groups outlined above:

- 77% Christian compared to school total of 72%;
- 15% no religion compared to school total of 21%

Disability: 1 child has problems with mobility; no other children are recorded as having a form of disability.

Special Educational Needs (SEN):

No identified Special Educational Need	73%	201
School Action	16%	43
School Action Plus	10%	26
Statemented	1%	3

### 3ii. Equalities objectives - pupils

Using the information gathered, the following strands have been analysed to identify any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice-related incidents
- Rewards and sanctions
- Representation on school bodies

Some of this analysis revealed no issues: there are no substantial gaps in attendance between different groups; there have been no exclusions from school in the last three years; analysis of the use of sanctions (such as yellow cards, given for poor behavior at lunchtimes) shows that no groups are overly represented; few prejudice-related incidents are reported and recorded. As such, the objectives generated do not cover all areas and concentrate only on those where differences have been identified.

#### a. Admissions

The most recent detailed local demographic information available is from the 2001 census. Given the length of time which has elapsed since the collection of this data, it is difficult to make meaningful comparisons with current school data.

### **Equality objective 1: To develop an understanding of whether our school intake reflects the demographic composition of the wider community.**

- Why?** To ensure our intake is representative of the demographics of the local area;  
We would like to understand our local community as fully as possible and ensure that all groups feel they can benefit from and access our provision.
- How?** Through using the 2011 Census data when this is published through the Office of National Statistics;  
We will then use the analysis of this, compared to that related to our school outlined above, to identify any groups who are under-represented within the school and plan actions accordingly.
- Outcome** An insight into the needs of the whole community, and information about why specific groups may choose alternative schools;

This data will then inform the development of a strategy for promoting admissions from any under-represented groups identified.

b. Attainment

**Equality objective 2: To ensure girls make the same progress and attain as well as boys by the end of Key Stage Two on an ongoing basis.**

<b>Why?</b>	Ongoing self evaluation shows that girls make less good progress than boys throughout Key Stage Two and, as a result, tend to attain less well than boys at the end of Y6 (see School Development Plan and page 5 of School Self Evaluation for exemplification of this), and less well than girls nationally.
<b>How?</b>	Evaluate strategies used to tackle this on an ongoing basis; Ensure provision is tailored to meet the needs of girls (as identified through focus group discussion with target girls); Continue to seek and implement best practice locally and nationally.
<b>Outcome</b>	Girls make as good progress as boys, and as good as that made by girls nationally, between Y2 and Y6; Girls attain as well as boys at the end of Key Stage Two, including at the upper levels.

d. Engagement in school activities

**Equality objective 3: To ensure the involvement of boys and girls in after-school and extra-curricular activities reflects the composition of the school**

<b>Why?</b>	Girls tend to make less good progress than boys during Key Stage Two (see objective 2). We would like to ensure that boys and girls are both engaging with and accessing after-school and extra-curricular activities, and therefore benefiting equally from our provision.
<b>How?</b>	Analyse current club attendance to identify current position with respect to genders taking part in out-of-school activities; Analyse clubs and activities offered over the course of a school year, and the effect this has on uptake by each gender.
<b>Outcome</b>	An insight into which groups access out-of-school activities, and a strategy to address any areas of difference which emerge from this.

Our data did not identify any areas of concern in relation to religion and belief or to age. We will, however, continue to develop our existing work around these areas:

- As a faith school, we will continue to deliver a creative, motivating and well-planned RE curriculum. This includes whole-school worship linked to a range of world religions and visits to different places of worship as part of our curriculum activities;
- We will also continue to foster inter-generational links through events such as 'bring a grandparent to school' day and through our links with local care homes. These provide opportunities for both groups to spend time together, developing mutual tolerance and respect.

We will ensure these identified objectives are the most appropriate for our school community based on ongoing and detailed data analysis. These equality objectives will form part of our short- and medium-term School Development Plans and, as such, will be monitored on the same cycles as these plans.

3iii. Equalities Objectives – staff

We recognise our duties under the Equality Act in respect of the staff we employ. As such, we have set the following additional objective:

#### Equality objective 4: Maintain a professional, well-skilled and motivated workforce

<b>Why?</b>	To ensure all staff feel valued and able to realize their full potential;
<b>How?</b>	Ensure staff have opportunities to access a range of development opportunities, including internal and external CPD (see Staff Development Policy).
<b>Outcome</b>	A professional, well-skilled workforce that feels valued and treated equally when accessing training and development opportunities.

#### 4. Evaluation, August 2018

Objective	Actions	Impact
<p>To develop an understanding of whether our school intake reflects the demographic composition of the wider community.</p>	<ul style="list-style-type: none"> <li>• Governors used detailed analysis of 2011 Census data to develop an evidence-based understanding of demographics of the local community (see section 3.i).</li> <li>• During the period covered in the plan, local building has meant the community served by the school, and that of Didcot more widely, has changed significantly. In the absence of more up-to-date census data, it is not possible to quantify this, although other sources of this information have been investigated.</li> <li>• As analysis shows a number of groups remain under-represented in our school community, adaptations to the curriculum have been made to ensure children develop a good understanding of other faiths, cultures and beliefs.</li> <li>• Marketing activities, especially for new Nursery provision, have been widespread across as wide a range of providers and organisations as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Demographics of the school do not fully reflect the wider community, despite all school publications emphasising that Northbourne serves families of all faith and of none.</li> <li>• Staff and governors are aware of this, and continue to reflect on the possible cause and impact during discussions including, for example, admissions and publicity.</li> </ul>
<p>To ensure girls make the same progress and attain as well as boys by the end of Key Stage Two on an ongoing basis.</p>	<ul style="list-style-type: none"> <li>• Actions in School Development Plans have reflected analysis of any ongoing differences in attainment by gender, ensuring subject leaders have focused on these in planned actions.</li> <li>• Differences in attainment by gender have been shared with, and understood by, class teachers, which has allowed them to reflect actions needed to address these in planning.</li> <li>• Where they have been evident, gender differences have been a focus for discussion during pupil progress meetings and in appraisal targets.</li> <li>• Staff development and training has focused on generic strategies for motivating boys and girls – such as giving increased elements of choice over tasks to boys, building more rapid feedback into lessons, and using competition as a motivator.</li> <li>• Curriculum plans have been adapted to ensure texts and genres in English are motivating and interesting for</li> </ul>	<ul style="list-style-type: none"> <li>• Over the period of this plan, progress and attainment of girls has, overall, improved to be at least in line with that of boys. However, attainment and progress remains variable by gender, with girls tending to outperform boys in Reading and Writing, and boys attaining more strongly in Maths. <b>As such, gender differences remain an area of focus.</b></li> <li>• Staff at all levels are aware of where gender differences remain. These tend to be cohort specific (for example, cohorts which are particularly boy or girl heavy have a different profile of attainment to those which are more balanced); where this is the case, staff understand the differences in attainment by gender.</li> <li>• Pupil interviews suggest that both genders are motivated by the planned curriculum. As a result of this focus, staff are keenly aware of the need to make curriculum adaptations to ensure boys and girls are equally motivated.</li> </ul>

	<p>boys.</p> <ul style="list-style-type: none"> <li>• Pupil interviews and discussion have been targeted at underperforming groups, leading to a greater understanding of the experiences and interests of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations frequently find no differences in the motivation and learning attitudes by gender. Good learning behaviour is displayed by the vast majority of pupils, regardless of gender.</li> </ul>
<p>To ensure the involvement of boys and girls in after-school and extra-curricular activities reflects the composition of the school.</p>	<ul style="list-style-type: none"> <li>• Governors and staff have continued to periodically analyse club enrolment during the period covered by this report.</li> <li>• Staff are aware of this target, and take all opportunities to encourage all children to take part in clubs where they show an interest or a talent.</li> <li>• Pupils have helped identify some clubs which they would like to see run at school, which has helped address some differences.</li> <li>• School staff work tirelessly to encourage all pupils to take part in extra-curricular and wider curriculum events.</li> <li>• For tournaments which take place during the school day, staff ensure that invitations are targeted to ensure girls and boys both take part in these.</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in clubs and after-school activities by gender has fluctuated during the period covered by these targets – sometimes, equal numbers of boys and girls have attended football, for example, and sometimes there has been a gender difference.</li> <li>• Few clubs consistently show a gender difference. Some are consistently balanced – cooking, for example.</li> <li>• Participation in wider opportunities within the curriculum – for example, music tuition and participation in residential visits – show no gender differences.</li> <li>• Discussions with pupils and parents has ensured that all Y6 pupils now typically attend the week-long residential, an improvement over the period of time covered by these objectives.</li> </ul>
<p>Maintain a professional, well-skilled and motivated workforce.</p>	<ul style="list-style-type: none"> <li>• Staff continue to have access to a wide range of CPD opportunities, including those led by school staff; those led by OCC and, since Jan 2018, ODST; and those led by external organisations such as subject associations.</li> <li>• Despite ongoing budgetary constraints, staff development remains a focus for investment by governors.</li> <li>• School leaders ensure that staff are able to access any training of interest or relevance, including that which leads to further qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of teaching and learning has continued to improve during the period covered by these objectives, as staff have access to high quality, well targeted training to help them continue to develop their practice.</li> <li>• One member of staff has taken up a headship in another local school during the time covered by these objectives; one has trained as a Maths Specialist Teacher; several have completed middle and senior leader training.</li> </ul>