



EQUALITY POLICY AND PLAN

2018 - 2022

NORTHBOURNE.SP.012

Approval date: 30th September 2021

Review date: September 2022

Northbourne CE Primary School

Cockcroft Road,
Didcot
OX11 8LJ

Equality Policy and Plan

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
Governing Body	<ul style="list-style-type: none"> • Involve and engage the school community in identifying and addressing equality barriers and the setting of objectives to address these; • Monitor progress towards achieving equality objectives; • Publish objectives and equalities data.
Headteacher	<ul style="list-style-type: none"> • 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; • Ensure the school community receives adequate training to ensure equality is promoted; • Ensure all staff are aware of their responsibility to record and report prejudice-related incidents.
Senior Leadership Team	<ul style="list-style-type: none"> • Support headteacher in meeting duties listed 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.
Teaching staff	<ul style="list-style-type: none"> • Contribute to securing the very best outcomes for all pupils; • Understand and uphold the commitment to pupils and parents / carers that they will be treated fairly without prejudice; • Contribute to the design and delivery of an inclusive curriculum; • Understand the responsibility to record and report all prejudice-related incidents.
Non-teaching staff	<ul style="list-style-type: none"> • Uphold the commitment made by the headteacher as to how pupils and parents / carers can expect to be treated; • Support colleagues within the school community; • Understand the responsibility to record and report all prejudice-related incidents.
Parents	<ul style="list-style-type: none"> • 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; • Take an active role in supporting and challenging the school to achieve its commitment to tackling inequality and securing equality of opportunity for all.
Pupils	<ul style="list-style-type: none"> • Support the school to achieve the commitment made to tackling equality; • Uphold the commitment made by the headteacher to pupils, parents / carers, staff and the wider community can be expected to be treated.
Local community members	<ul style="list-style-type: none"> • 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; • Take an active role in supporting and challenging the school to achieve its commitment to tackling inequality and securing equality of opportunity for all.

- 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);

- 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 May 2022)

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

346 pupils on roll	167 girls	179 boys
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Ethnic background:

White British	283	White and Black Caribbean	1	Indian	2	Any other black background	4
Irish	0	White and Asian	4	Pakistani	1	Black African	4
Any other White background	23	White and Black African	1	Bangladeshi	0	Black Caribbean	0
Traveller of Irish Heritage	0	Any other mixed background	1	Any other Asian background	3	Any other ethnic group	2
Gypsy / Roma	0	Chinese	0	Information refused	2	Not specified	15

Comparisons to 2011 census data from Didcot Park ward for the sizeable groups outlined above:

- 92% White British compared to school total of 88%;
- 3% Other White background compared to school total of 6%

Religion and belief:

Christian	210	Sikh	0	Hindu	1	No religion	79
Buddhist	1	Jewish	0	Other religion	2	Information refused	8
Muslim	9	Not specified	36				

Comparisons to 2011 census data from Didcot Park ward for the sizeable groups outlined above:

- 64% Christian compared to school total of 69%;
- 28% no religion compared to school total of 21%

Special Educational Needs (SEN):

No identified Special Educational Need	79%	274
SEN Support	18%	62
Education, Health and Care Plan	3%	10

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:

- a. Admissions
- b. Attainment
- c. Attendance
- d. Engagement in school activities
- e. Exclusions
- f. Prejudice-related incidents
- g. Rewards and sanctions
- h. Representation on school bodies

Some of this analysis revealed no issues: for example, analysis of the use of sanctions (such as yellow cards, given for poor behaviour at lunchtimes) shows that no groups are overly represented; few prejudice-related incidents are reported and recorded; no families applying for school places have been turned away on the basis of any criteria other than those included in the Admissions Policy. As such, the objectives generated do not cover all areas and concentrate only on those where differences have been identified.

b. Attainment

Equality objective 1: Ensure attainment across all subject areas does not differ significantly between genders

Why?	Ongoing self-evaluation shows a pattern of attainment developing where girls attain less well than boys in maths, and boys attain less well than girls in reading and writing by the end of Y6. This is similar to the pattern nationally, but means there are differences in attainment by gender.
How?	Ensure School Development Plan continues to include appropriate strategies to address any differences in attainment by gender' Evaluate strategies used to tackle this on an ongoing basis; Ensure provision is tailored to meet the needs of both boys and girls; Continue to seek and implement best practice locally and nationally.
Outcome	Attainment and progress data shows no significant, ongoing differences between boys and girls.

d. Engagement in school activities

Equality objective 2: To gain a fuller understanding of cultural or linguistic barriers to engagement in school activities

Why?	Given the composition of staff in school, we are mindful that we cannot understand what barriers people might face to engaging more fully with school.
How?	Ensure information requested on induction captures any difficulties that families could potentially face during their time in school; Ensure staff share information about ongoing barriers to engagement which families may face to allow solutions to be sought.
Outcome	Any barriers are highlighted, shared and plans are made to address these.

b. Attainment; d. Engagement in school activities

Equality objective 3: Investigate whether there are gender or social differences (Pupil Premium) related to aspiration and social / emotional / mental health

Why?	Consultation with staff led to anecdotal reports that girls have lower aspirations than boys, while boys are often less able to express and deal with emotion and social issues. To ensure planned equality objectives are worthwhile, this needs to be investigated further to allow any issues to be evaluated.
How?	Staff to carry out work to provide more insight into any particular issues, and use this to inform planned objectives.
Outcome	An insight into particular issues will be developed and used to create action plans to address any systemic differences.

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 church 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

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

4. Interim review, August 2021

Objective	Actions	Impact
Ensure attainment across all subject areas does not differ significantly between genders	<ul style="list-style-type: none"> • Leaders analyse assessment information to monitor differences between genders across subjects. • This analysis suggests that patterns of attainment and progress remain inconsistent across year groups and subjects, typically (but not exclusively) with girls out-performing boys. • As a result, staff continue to discuss and reflect on strategies to ensure boys attain as well as girls. 	<ul style="list-style-type: none"> • Given the context of ongoing school closures during 2019-21, assessment of pupil attainment – including by gender – has been challenging during much of the period covered by this plan. • Outcome data from 2022 shows a mixed picture, with boys in Reception and Y1 attaining as well as girls, and wider gaps in Upper Key Stage Two. Ensuring the gender gap is as limited as possible remains an ongoing focus, and staff will continue to work on ensuring that all pupils are supported to attain as well as possible against age-related expectations (ARE), including through well-targeted Keep Up and intervention support.
To gain a fuller understanding of cultural or linguistic barriers to engagement in school activities	<ul style="list-style-type: none"> • Induction of new families to school, including through home visits at entry to Nursery / Reception, allows relevant linguistic and cultural information to be obtained. • This is then shared between relevant staff to ensure any barriers to engagement which families may face are understood and can be planned for. 	<ul style="list-style-type: none"> • Gaining a full picture of linguistic barriers for specific families on entry has allowed translated materials to be provided to parents as needed. This is done on a bespoke basis – ie when admin staff identify that there are language gaps for a new family, online translation websites are used to email newsletters and other communication in different languages. • From 2022, the way parental responses to questions about the languages spoken at home are coded on the school's Management Information System (MIS) has changed, with any anomalies followed up with parents more consistently. This should improve our understanding of potential barriers more fully, and lead to improvements in how effectively families can be supported.
Investigate whether there are gender or social differences (Pupil Premium) related to aspiration and social / emotional / mental health	<ul style="list-style-type: none"> • Analysis of characteristics children accessing ELSA support suggests that this is most often accessed by boys currently. More boys than girls are on the SEN register for Social, Emotional and Mental difficulties. 	<ul style="list-style-type: none"> • Aspiration work was less of a focus during 2020-21 throughout ongoing disruption due to school closures. • As of 2022, a larger ELSA team will build additional capacity for social, emotional and mental health

	<ul style="list-style-type: none"> • Anecdotal discussions with Y5/6 pupils suggest that many are aspirational about careers, with few gender differences. • Continue to draw on expertise from agencies able to support with fostering aspiration and raising awareness of a full range of careers, such as Primary Futures. 	<p>support, therefore supporting identification of any patterns and themes related to gender or social differences.</p>
<p>Maintain a professional, well-skilled and motivated workforce.</p>	<ul style="list-style-type: none"> • Ensure 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. • Ensure staff development remains a focus for investment by governors. • School leaders continue to ensure that staff are able to access any training of interest or relevance, including that which leads to further qualifications. • Re-write Staff Stress and Wellbeing Policy, aimed at ensuring staff feel valued and motivated. 	<ul style="list-style-type: none"> • Staff access a range of CPD – some remote and some in person - including training from a range of providers. This includes training from ODST, OCC, OSCB, Oxford Brookes and subject associations. • Many teaching staff play a key role in delivering and leading CPD for other teachers, such as by leading ODST Subject Leader networks or providing mentor support for teachers in other schools. • Northbourne staff are experienced in supporting teachers at different stages in their career. Early Careers Teacher (ECT) and Associate Teachers completing SCITT programmes have worked at school during the last 2 years; staff have also hosted a large number of PGCE and BEd trainee teachers. • Through most recent staff surveys, including those completed during Ofsted inspection of May 2022, staff express pride in working at Northbourne, feeling valued for the work they do.