



## Equality Statement Archibald First School

Since the Equality Act became law in 2010, public bodies have been required by law to uphold a duty to promote disability, race and gender equality. The Equality Act 2010 also introduced a single Public Sector Equality Duty (known as the PSED or the general duty). This duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It put in place a number of duties to ensure public bodies and schools have due regard to certain 'protected' groups:

- 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.

Archibald First School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice. Archibald First School strives to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. When reviewing school policies and procedures, we are also committed to considering emerging equality issues

### **We endeavour to promote the equality duty as a school by:**

- Promoting Community Cohesion (under the Education and Inspections Act 2006).
- Eliminating discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).
- Helping pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have.
- Encouraging and support our pupils with their own commitment to promoting equality and that everyone has the right to 'respect' as an individual
- Collating and analysing information and data on all aspects of school life to ensure that policies and practices are fit for purpose to the needs of different groups of pupils.
- Analysing school performance data, on progress and attainment, to identify vulnerable groups of children and implement strategies to narrow the gap between them, the remainder of the cohort and national attainment averages.

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- Eliminating potential discrimination to balance the interests of our pupils ensuring best possible educational outcomes; for example, guaranteeing accessibility for disabled pupils around the school site and during residential trips / educational visits.
- Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality.
- Providing additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
- Managing and supporting standards of good behaviour outlined in behaviour and safeguarding policies to ensure all pupils feel safe and secure.
- Promoting a sense of social conscience and aspiration amongst all groups of children enabling them to maximise their full potential as learner, citizen and human being.
- Supporting effective partnerships by encouraging initiatives among pupils, parents, carers, and members of the local community and wider community.
- Supporting national initiatives of promoting 'British Values' amongst our school community eg democracy, the rule of law and why we have them. This is linked to our school Good to be Green behaviour policy.
- Delivering the 'No Outsiders' Programme to teach the key aspects of the Equalities Act 2010.
- 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
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak to classes, and organising school trips and activities based around the local community.

### **At Archibald First School the protected groups are:**

- Children with disabilities and specific health problems.
- Children with special educational needs.
- Children from different racial and ethnic backgrounds.
- Children with different religion or beliefs.
- Differences between boys and girls.
- Children who have free school meals.
- Looked after children.
- Roamers and travellers.
- Families from different socio-economic backgrounds.
- Any vulnerable groups (the term vulnerable groups is used to refer to all children who are at risk of underachieving).

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### Equality Objectives 2019-2022

Objective	Action	Impact - Outcomes
<p>To promote Spiritual, Moral and Cultural Development through all appropriate curricular opportunities with particular reference to issues of equality and diversity</p>	<p>To support children through:</p> <ul style="list-style-type: none"> <li>• Developing an understanding and awareness of the World around them eg different cultures, beliefs, religions through an enriched curriculum which includes; charity work, International School work; community initiatives</li> <li>• Whole school and class assemblies and collective worship</li> <li>• PSHE cross curricular links</li> <li>• Thirst for learning via curriculum enhancements</li> </ul>	<p>The school and its community permeate an atmosphere of equality, diversity, cohesion and respect for all.</p>
<p>To ensure a strong sense of tolerance, empathy and acceptance for differences in ethnicity, religion, sexuality, gender and ability.</p>	<p>In all aspects of school life, children will be encouraged to have empathy for pupils and be shown how they can support their peers in order that they can have equal opportunities.</p> <ul style="list-style-type: none"> <li>• Ongoing review of PSHE and RE curriculum</li> <li>• Delivery of the No Outsiders Programme from EYFS to Y 4</li> <li>• Implementation of the statutory Health and Relationships Education programme for the academic year 2020</li> <li>• Monitoring of incidents of a discriminatory nature</li> <li>• When incidents of a discriminatory nature are reported, the incidents are recorded and the '<i>individual</i>' is appropriately spoken to, parents informed and where deemed appropriate reported to the LA via ARCH system.</li> </ul>	<p>This is enhanced by tolerant behaviours and curriculum access which is pertinent to the needs of the school population.</p> <p>Individuals understand the need for tolerance and acceptance and display this in their behaviours.</p>

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<p>To analyse performance data to narrow the gap for identified groups.</p>	<p>Half termly analysis of data to identify and provide for any gaps for groups and individual pupils. Performance management meetings with class teachers will regularly assess the impact of planned interventions as well highlighting where adjustments need to be made. -Funding, such as the pupil premium, will be made available to support interventions / strategies.</p>	<p>All children make at least expected progress from their starting points. Gaps between identified groups and remainder of the cohort will be narrowed. Children identified within vulnerable groups will achieve at least the national average in terms of attainment where there are no additional barriers to learning.</p>
<p>To ensure that pupils are punctual and attend school consistently.</p>	<p>Registers are checked regularly and, where there is concern the School Attendance Officer will be contacted and parents will be informed.</p>	<p>Attendance for key groups is increased</p>

### Equality Published Information

#### Data from 2019-20

- The school has 345 pupils on roll including Nursery aged children. 8 children attend full time (353).
- The school has a mixed socio-economic population. Children come from local authority rented accommodation, privately rented homes and privately-owned homes.
- 78% of the school community are White British with 22% coming from other Asian, mixed race, African background. 88% of children have English as their first language.
- School is in the lowest 20th percentile for SDI (Social Deprivation Indicator), School has an IDACI score of 0.09% There is no national data for 2019-20.
- The proportion of pupils eligible for free school meals is 12.5% which is lower than the National Average of 17.3%
- 8.0% of our pupils have SEND; Of this 8%, 35% have an EHCP with 65% recorded as SEND Support
- No data has been produced for 2019-20 due to the COVID 19 pandemic.
- Attendance to the 20th March 2020 overall was 97.2%.

#### Data from 2018-19 cohort

- School is in the lowest 20<sup>th</sup> percentile for SDI (Social Deprivation Indicator), this is below the national average with 0.17% of pupils living in the 10% most deprived wards in England. School has an IDACI score of 0.09% compared to 0.21% nationally (2018 national figure)
- Pupil mobility is above the National average for stability 97.5% compared with National average 85.8%. The proportion of pupils eligible for free school meals is 13.9% which is much lower than the national average of 23.5%
- 7.6% of our pupils have SEND support, which is below the national average of 13.8%.
- The proportion of disadvantaged KS1 pupils that attained at least 'expected' was above the national figure for other pupils in reading, writing & mathematics (provisional National Data 2019).
- Attendance overall is above National average at 97.5% (2019), no vulnerable groups have attendance below 96%.

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- The school's internal assessment tracking system is used to identify those pupils who are not making the required progress.
- The school's performance indicators show that for 2018-2019 there is no significant difference between the attainment of boys and girls in the Statutory Attainment Tests at the expected level of attainment.

### **Monitoring and Evaluation**

This statement was reviewed and agreed by the Governing Body. The overall statement will be reviewed every 3 years by the Full Governing Body whilst the equality published information will be updated annually.

The Equality Statement should be read in conjunction with the Accessibility Plan.

**Approved: Autumn 2019**

**Next Review: Autumn 2022**