

Equality Statement and Action Plan

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Introduction

Since the Equality Act 2010 came into effect in April 2011, there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence, and to decide on specific and measurable objectives.

The public sector Equality Duty means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

It also requires that public bodies have due regard to the need to:

- eliminate discrimination;
- advance equality of opportunity;
- foster good relations between different people when carrying out their activities.

Summary Statement

Principles

Our school is committed to equality. Therefore:

- We do our best to ensure that everyone is treated fairly and with respect.
- We make sure the school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.
- We recognise that for some children extra support is needed to help them to achieve and be successful.
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with children, parents, carers and governors, and through our School Council, Parental Engagement and Governing Body.

Legislation

- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities of outcome, and reduce or remove them. Similarly in accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the needs of children and young people who are disadvantaged or vulnerable, and their parents and carers.
- We welcome the emphasis in the Ofsted framework on the importance of diminishing differences in achievement which affect, amongst others:
 - pupils from certain cultural and ethnic backgrounds;
 - pupils who belong to lower-income households;
 - pupils who are disabled;
 - pupils who have special educational needs;
 - boys in certain subjects, and girls in certain other subjects.

Equality Objectives

- To improve the attendance, provision and outcomes for all children and in particular for those with protected characteristics, in order to diminish any difference in progress and attainment when compared to all other children nationally.
- To improve participation in extracurricular clubs and activities for all groups of children, in particular those with protected characteristics, so that there is greater inclusion and equality.
- To improve the knowledge, understanding and skills of children, staff, parents, carers and governors in equalities issues to ensure that everyone is treated fairly and with respect reducing incidents of bullying, harassment and racism.
- To improve consultation with people from different groups so that they are more equally represented and involved in our decision-making processes.

Particular groups the school is looking to improve the attendance, participation, provision and outcomes for:

- Disadvantaged children in receipt of free school meals and the pupil premium;
- Children with special educational needs and disabilities;
- Children new to the country and those for whom English is not a first language.

For further information, particularly about the detail of targets and outcomes and with regard to policy and practice please refer to the schools':

- Disability, Equality and Diversity Policy
- Accessibility Policy
- SEND Policy and Information Reports
- School Self Evaluation
- Learning Improvement Plan
- Governors Minutes

Equality Objectives and Action Plan

Equality area:	<p>Attendance has been an ongoing area for improvement for the school, despite the robust measures the school has in place to track this.</p> <p>Due to the high levels of transience, lack of opportunity and diverse community, the school is constantly enhancing the provision and quality of teaching and learning across the school to ensure the best possible outcomes.</p>
Objective:	<p>To improve the attendance, provision and outcomes for all pupils and in particular for those with protected characteristics, in order to diminish any difference in progress and attainment when compared to other children nationally.</p>
Aim:	<p>To diminish the attendance gaps, opportunities and outcomes for all groups of pupils across the school community.</p>
Actions:	<ul style="list-style-type: none"> • Staff to participate in termly assessment meetings to analyse data and drill down on specific groups of pupils. (Include the tracking of PiE) • Half-termly attendance meetings with EWO to monitor attendance across the school, identify PA's and challenge poor attendance. • With the support of NCAT, work with hard to engage families. • CPD for staff relating to protected characteristics. • Enhance the curriculum to ensure that the protected characteristics are explicitly planned for within the curriculum. • Plan increased opportunities for parents to come into school to experience the curriculum across a variety of subjects. • 'Firsy' Foundations completed by subject leaders outlining the intentions for all groups of pupils.
Affected Parties:	<p>Those groups of pupils with protected characteristics</p>
Success criteria:	<ul style="list-style-type: none"> • Attendance of all pupil groups will improve as a result of ongoing robust tracking and engagement with parents. • Staff in school have a better understanding of what protected characteristics are and how they are planned across the curriculum. • Parents feel more confident and have a better understanding of how to support their child/children as a result of visits into the classroom. • All subject leaders are able to articulate how the area they lead has been adapted to meet the needs of all pupils whilst remaining aspirational.
Review:	<p>Daily and weekly attendance checks are undertaken within the school.</p> <p>Attendance for the identified groups will be reviewed on a half-termly basis. EWO meetings take place each half term and attendance is reported to the local authority.</p> <p>Provision for pupils is analysed on a half-termly basis through planning. Termly provision maps are produced for those pupils on the SEND register.</p> <p>Termly Diminishing the Difference meetings will take place with SLT and class teachers to analyse the data and drill down on those identified groups.</p> <p>'Firsy Foundations' are reviewed annually.</p>

Equality area:	The school identified the need to track more robustly the attendance and demographic of pupils attending extra-curricular activities and additional opportunities.
Objective:	To improve participation in extra-curricular clubs and activities for all groups of children, in particular those with protected characteristics, so that there is greater inclusion and equality.
Aim:	To improve pupil participation in extra-curricular activities to represent the diverse context of the school. To provide a broad range of activities and opportunities for all groups of pupils across school in line with the inclusive ethos of the school.
Action:	<ul style="list-style-type: none"> • Map out activities for pupils across the school. • Establish registers of pupils attending clubs. • Subject leaders to work with external providers to ensure that a breadth of experiences are offered to children. • Explicit planning of opportunities to extend the Cultural Capital for all children at Firs Primary within all year groups. • Residential opportunity to be available for all pupils across years 5 and 6. • Overnight stay opportunities within the school building to be incorporated into memorable experiences for pupils in lower key stage 2. • School to embed and extend the good practice of working with other schools and external providers across the city and beyond to ensure that all groups of children get a breadth of opportunities across school to enhance their learning.
Affected Parties:	Those groups of pupils with protected characteristics
Success Criteria:	<ul style="list-style-type: none"> • The number of pupils attending extra-curricular activities across the school increases year on year. • There are a greater number of extra-curricular opportunities across a broad range of subjects taught at Firs. • The number of children attending the residential increases year on year and represents the diverse demographic of the school. • The school is recognised for being fully inclusive of all pupils and the best practice within Firs is showcased across other schools within the trust and the local authority.
Review:	<p>Half termly monitoring of extra-curricular provision is undertaken.</p> <p>Yearly reviews of opportunities for children to undertake residential activities to take place.</p> <p>Best practice is shared within the SEF. This is reviewed each term.</p> <p>Yearly subject action plans map out extra opportunities for pupils. These are reviewed termly.</p>

Equality area:	Inclusion sits at the heart of all we do in Firs. As part of this drive for improvement, the school identified the need to increase subject knowledge relating to equality.
Objective:	To improve the knowledge, understanding and skills of children, staff, parents, carers and governors in equalities issues to ensure that everyone is treated fairly and with respect, reducing incidents of bullying, harassment and racism.
Aim:	To ensure that staff have a breadth of up to date knowledge to be able to fully support inclusion across the school.
Action:	<ul style="list-style-type: none"> • Explicit equality planning by all staff through our school ethos, values and British Values. • Plan staff CPD to improve subject knowledge relating to equality and equity. • Explicit teaching through 'Firsy Values' celebrated in Golden Book assemblies on a Friday. • Embed the robust positive behaviour policy with staff, pupils and the wider school community. • Weekly tracking of behaviour types. • Online training opportunities through National Online Safety package the school has purchased. • Map out training on the yearly and half-termly overviews. • Source opportunities for visiting speakers to come into school. • Encourage a more diverse demographic representation across the governing body.
Affected parties:	Those groups of pupils with protected characteristics
Success Criteria:	<ul style="list-style-type: none"> • All staff have received training linked to equality across the school. • All staff have planned explicit opportunities to help children understand about equality and what this looks like within the school community and beyond. • The number of racist, bullying and harassment incidents continues to decrease over time.
Review:	<p>CPD opportunities are planned on a yearly/termly basis across the school. The yearly and half-termly overviews allow staff to map out CPD across a block of time within the school year.</p> <p>Behaviour is analysed weekly and reported to governors on a termly basis.</p> <p>Weekly collective worship teaches respect and promotes the values and the ethos across the school community.</p>

Equality area:	The school is constantly looking to increase the opportunities for parent voice and the wider community to take an active role within the school.
Objective:	To improve consultation with people from different groups so that they are more equally represented and involved in our decision-making processes.
Aim:	To ensure that the diverse demographic of the school have a voice within the life of the school.
Action	<ul style="list-style-type: none"> • Seek further opportunities for parents and representatives from the local community to visit the school. • Ensure that opportunities for the children are available to all pupils, thus embedding the inclusive practice of the school. • Source parents to be part of the governing body within the school to represent the parent voice. • Work with New Communities to source opportunities for hard to engage parents to come into school. • Parent questionnaires to go out across the school to plan further improvements and initiatives and gauge the views of parents.
Affected parties:	Those groups of pupils with protected characteristics
Success criteria:	<ul style="list-style-type: none"> • A greater number of parents and community groups are invited into the school. • The governing body represents the diverse parental community that the school serves and they have an active voice in decision making and providing challenge. • Parents feel valued and have a voice within the school. • Parents state that communication with the school is strong, they feel valued and heard. (Through questionnaires and consultation meetings.) • Community groups are invited into the school as well as children having the opportunity to go out into the community they serve.
Review	<p>Termly parent/teacher consultations across the school.</p> <p>Half-Termly governors meetings take place.</p> <p>Half-termly opportunities for parents to come into their child's classroom to learn about the curriculum.</p>