



St Nicholas CE VA Primary School

Vision Statement

'At St Nicholas we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.'

UNCRC Article 29: All children have the right to learning that allows you to become the best that you can be.'

Equality information

Adopted: November 2016

Reviewed: Annually Next November 2017

Part 1: Information about the pupil population

Number of pupils on roll at the school: **145**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability*
Ethnicity and Race
Gender
Religion and Belief

* The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals

Pupils with Special Educational Needs (SEN)
Pupils with English as an additional language
Pupils with a Traveller heritage
Pupils from low income households
Young carers
Looked after children
Other vulnerable groups

Publishing information

To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication.

Our school is applying proportionality to the Equality Act¹ and in view of the small number of pupils on roll we provide here a short evidenced account of our equality priorities and work, with an indication of trends and issues.

Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

Inspection Dashboard (2015)
Strengths 2015

¹ Equality information and the equality duty: A guide for public authorities, EHRC

- From at least 5 out of every 6 starting points the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading , writing and maths was similar to that of other pupils nationally
- Disadvantaged pupils in KS2 had an average point score equal to or above the national score of other pupils in mathematics
- The proportion of disadvantaged KS2 pupils that attained at least L4 was equal to or above the national figure for other pupils in Reading
- The proportion of disadvantaged KS2 pupils that attained at least Level 5 was equal to or above the national figure for other pupils in mathematics

• *Pupils eligible for the pupil premium make progress at a similar rate to other pupils in the school; however, they remain one term behind in reading and one year behind in writing and Mathematics. Support for this group of pupils is good and includes additional individual tuition and opportunities to work in small groups. Nearly half of the pupils eligible for the pupil premium also have special educational needs. In 2013 and 2014 only a very small number of pupils who took the Key Stage 2 tests were eligible for the pupil premium.(**Ofsted Report May 2014**)*

Disabled pupils and those with special educational needs are given good support and make progress at a similar rate to other pupils.(**Ofsted Report May 2014**)

- Boys perform less well in some cohorts and this is addressed through Appraisal, targeted intervention and curriculum provision

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and to meet our duties under the Equality Act 2010

Eliminate unlawful discrimination by:

- **The adoption of the Single Equality Policy**
- **Our Anti Bullying policy ensures all children feel safe at school and addresses prejudice related bullying**
- **Keeping a log of bullying incidents to address any links between bullying and children / families with protected characteristics ; Vulnerable groups are monitored closely by all staff;**

Advance equality of opportunity by:

- **Analysing information and data that we gather to identify any underachieving groups or individuals and planning targeted interventions to address this.**

- Providing opportunities for parents and pupils to be involved in school development planning and shaping provision for their children (Parent Forums; Termly SEND reviews ; Local Offer)
- The adoption of an SEND policy that is relevant to all pupils that ensures that they all have equal access to all aspects of school life and individual needs are met

Foster good relations and community cohesion by:

- Being a Rights Respecting School level 1 and working towards becoming a level 2.
- Providing activities that explore equality and diversity.
- Engaging in a community projects and allowing the community to use our facilities
- Using Rainbow SEAL as a basis for our PSHE curriculum and ensuring that equality and diversity is part of this.
- Taking part in local, national international charity events on an annual basis. E.g. Sport Relief, Children in Need, The Shoe Box Appeal and other local charities.

What has been the impact of our activities? What do we plan to do next?

Our recent 'Good' Ofsted and 'Outstanding' SIAMS (Statutory Inspection for Anglican and Methodist Schools) Inspections recognised the following:

'The quality of opportunities for children to develop their personal spirituality makes a significant impact on their wellbeing and learning.

Explicit Christian values are central to the high quality of relationships that permeate the whole school community.

The commitment of the school's leaders and managers to the ongoing development of the school as a church school ensures that the impact of the Christian ethos is continually growing. SIAMS – MAY 2014

- Our children report that they feel safe in school and parents report that their children are well cared for.
 - Parents tell us that we support pupils learning well and meet pupils' particular needs.
 - Parents tell us that our school is welcoming and approachable.
 - Parents report that our children are well behaved and we deal with incidents of bullying or suspected bullying effectively.
 - Our children know their rights and responsibilities as members of our school and the wider community.
 - We have high expectations and teaching is good.
- See Parent View -<https://parentview.ofsted.gov.uk>

What do we plan to do next?

Development Points from SIAMS Inspection – May 2014

Develop the role of the recently formed ethos group to lead the monitoring and evaluation of the school as a church school and ensure that children are included in this process.

Continue to strengthen partnerships between the school and the local community.

Also See attached Equality Objectives

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are

Parent questionnaires

Pupil questionnaires

Interviews with pupils

School Council / Rights Respecting Groups

Parent Focus Group and Parent Forum for parents with children on the SEND register

PTFA meetings

Governing body meetings

Staff meetings

Links to Parish Council

Articles in The Hill (Village Magazine)

Regular Meetings with other Local Schools

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
Termly	Parent Forums PTFA	Minutes kept / Published on the	All views listened to and a

	SEND reviews	website	considered response given
Annual Questionnaire	Parents ; Children ; Staff	Results Published Parent View Results reported in Newsletters and to Governors	Results fed into our SCHOOL Self Evaluation Cycle and School Development as appropriate

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
September 2016	Supporting Children with Medical Conditions	Ensuring safety and equality of opportunity for ALL	Reviewed Policy March and September 2016 – Shared with All Stakeholders
September 2016	SEND Policy	Access for parents to information and support available Further increase their involvement in the decisions around their children's provision	Reviewed Policy – Shared with All Stakeholders
September 2016	Local Offer	Access for parents to information and support available Further increase their involvement in the decisions around	Reviewed Policy – Shared with All Stakeholders

		their children's provision	
November 2016	Accessibility Plan	Reviewed progress from previous Plan Ensuring safety and information and provision is available for all	Reviewed Policy – Shared with All Stakeholders

All the above Policies have been published on our website: www.childokeford.dorset.sch.uk

Part 5: Our equality objectives

St Nicholas Primary School CE VA Primary School Equality Objectives 2016 -2019

Lead member of staff: Tracy Maley

Link governor/GB Committee: Carrie Lewis

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Also SEE : Accessibility Policy and Plan 2015-2018

Objective	Aspect of Equality Duty	Success Criteria/ Outcomes	Lead person	Resources	Monitoring activity and evidence	Timescale	Evaluation
To review the following Policies : SEND ; Supporting Children with Medical Conditions ; Accessibility Plan ; Equality Information	Advance equality of opportunity	<ul style="list-style-type: none"> All policies support the Equality Act. 	TM / SS	None	<ul style="list-style-type: none"> Minutes of governors meetings. Policy File Publication on Website 	By December 2016	Achieved and reviewed on annual cycle Nov/Dec
To make available the School Local Offer – information outlining the support we offer as a school for children with special educational needs and disability	Advance equality of opportunity	<ul style="list-style-type: none"> Published on : School Website : www.childokeford.dorset.sch.uk Published on : http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/localoffer.page 	TM / SS	Local Offer Publication	<ul style="list-style-type: none"> Minutes of Governors Review 	September 2016 Annually reviewed	Achieved and reviewed on annual cycle Nov/Dec
Through implementing the above strategies, ensure that all pupils regardless of gender, faith, culture or socio-economic background make good progress during their time at school and achieve outcomes at least as high as other similar pupils nationally.	Advance equality of opportunity	<ul style="list-style-type: none"> All pupils regardless of gender, faith, culture or socio-economic background make good progress during their time at school and achieve outcomes at least as high as other similar pupils nationally. 	TM / SS Class teachers	Key Policies Resources National Curriculum CW programme	<ul style="list-style-type: none"> Pupil progress data RAISE online SEND reviews 	On-going from present	<p>Achieved. See school data for vulnerable groups 2014/2015- Recognised as a strength (Inspection Dashboard 2015)</p> <p>Pupil Premium Spend (www.childokeford.dorset.sch.uk)</p> <p>Gender : Focus of School Development Plans 2015-16 2016 – 17 Internal data (2015 -2016) shows gap has closed – remains a priority ; Focus of Appraisal 2016 -17</p>
To increase the membership of potentially vulnerable pupils and those with protected characteristics in clubs, activities and roles of responsibility.	Advance equality of opportunity Eliminate discrimination	<ul style="list-style-type: none"> Registers and lists of participation shows a diverse spread of pupils from across the school. Under- 	TM / SS Staff leading clubs and activities	Pupil Premium Sports Premium/ PE action Plan	<ul style="list-style-type: none"> Registers Notes of staff meetings Report to governors 	Ongoing	Achieved. Target group of 8 included in “Activate” club (National “Change for Life” Initiative) and ICT. Good take up and 7 of these now volunteer to attend regular clubs as a result of increased

		represented groups are identified and participation encouraged.					confidence. Continues to be addressed through Sports Premium (PE Action plan and Sports Spend www.childokeford.dorset.sch.uk
To increase opportunities to communicate with parents and carers ensuring the needs of individual families are met.	Foster good relations Eliminate discrimination	<ul style="list-style-type: none"> Parents are consulted about their favoured methods of communication. Parent Forum For parents of children on the SEND register established 	SS / TM	Subscribe to text/email service and fund other communication	<ul style="list-style-type: none"> Minutes from meetings 	Ongoing	SEND parent forum set up and increased consultations in place. Staff pro- active about fostering good relationships with hard to reach families and at risk children.
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with increased reference to issues of equality and diversity.	Eliminate discrimination Advance equality of opportunity Foster good relations	<ul style="list-style-type: none"> Children have an increased understating of equality and diversity within their locality and nationally. Embedded into our curriculum planning cycle 	TM All staff		<ul style="list-style-type: none"> Opportunities clear in staff planning. Pupil questionnaires indicate increased understanding Risk Assessment – Radicalisation 	Ongoing	Ongoing work ensures that this lies at the heart of planning. Discreet focus on" respect" through collective worship and current affairs topics. Risk Assessment Complete November 2016
To increase staff understanding of equality and its implications on a day to day basis through training and CPD	Eliminate discrimination	<ul style="list-style-type: none"> All staff understand their role with respect to the Equality Act and the implications for their practise. 	TM All Staff		<ul style="list-style-type: none"> Staff meeting minutes Staff feedback 	Ongoing	Through Regular Termly SEND and Data reviews
To evaluate the schools	Eliminate	<ul style="list-style-type: none"> The schools 	Subject	£2000 for new	<ul style="list-style-type: none"> Resources available 	Begin in April	ACTION : To Purchase

reading resources to ensure that diversity and equality for are reflected.	discrimination Foster good relations	reading resources reflect diversity both nationally and internationally.	leaders/ TM	resources/ reading books		2015 Complete July 2016	reading material to support Less able / Boys November 2016 _ Literacy Lead has contacted and met with Reps
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We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact:
Rev Lydia Cook (Chair of Governors)
Carrie Lewis (Governor responsible for Equality issues)
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