



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

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

EQUALITY INFORMATION

POLICY SUMMARY

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, and religion and belief. We also gather further information on other specified groups of pupils. We show achievement, what we do, how we do it and what we plan to do next to ensure progress is made by pupils in these groups.

DATE ADOPTED
November 2017

REVISION NUMBER
1

LAST REVIEW
Not applicable

NEXT REVIEW
Not applicable

Part 1: Information about the pupil population

1. Pupil roll

Number of pupils on roll at the school: **150**.

2. Information on pupils by protected characteristics

- (1) 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.
- (2) In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:
 - (i) disability- 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.’;
 - (ii) ethnicity and race;
 - (iii) gender; and
 - (iv) religion and belief.

3. Sensitive information on some pupils with protected characteristics

- (1) It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.
- (2) 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.
- (3) Maternity and pregnancy is also a protected characteristic.

4. Information on other groups of pupils

- (1) 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”.
- (2) In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:
 - (i) pupils on free school meals;
 - (ii) pupils with Special Educational Needs (SEN);
 - (iii) pupils with English as an additional language;
 - (iv) pupils with a Traveller heritage;
 - (v) pupils from low income households;
 - (vi) young carers;
 - (vii) looked after children; and
 - (viii) other vulnerable groups.

5. Publishing information

- (1) To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication.
- (2) 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.

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

6. **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) - Outcomes 2016-17**

(1) **SEND Children:**

- (i) SEND children made good progress last year (2016-2017), particularly in KS2 where it is at least equal to non-send progress and in reading, it is better;
- (ii) KS1 data shows that send progress is less than non-send in all subjects. This is largely due to 3 pupils out of the 10 SEND pupils not making required progress. Measures have been taken to give increased support to these children;
- (iii) at the end of KS1 our SEND pupils were a in line with the 2017 NA at the EXP level in RD and above the NA at GD; they were above the NA at EXP in WR and slightly below at GD; Maths, they were BIL at EXP and slightly below in MA;
- (iv) at the end of KS2 75% achieved the expected standard in RD; 50% in WR and SPAG and 25% in MATHS and RWM combined;
- (v) KS2 SEND made outstanding progress in Reading (4.12); 1.65 in WR and - 0.09 in Maths. (Data File; SEND Report to FGB 2017); and
- (vi) SENCO Case studies provide further evidence of targeted intervention and progress for our SEND children.

(2) **Disadvantaged Pupils 2016-2017**

- (i) Internal data shows that good progress was made by the majority by disadvantaged pupils against the NC:
 - (a) we have assessment data illustrating improved reading and spelling scores;
 - (b) we aim for all our disadvantaged pupils to achieve ARE by the end of KS2; and
 - (c) we were pleased to have attainment of disadvantaged pupils highlighted on the Data Dashboard 2016. “For KS1 disadvantaged pupil, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils”.
- (ii) The school has low numbers of Pupil Premium, Service and FSM children across the school. However, all staff are committed to making a difference to every child and meeting their individual needs. The SENCO and HT monitor the impact of the interventions robustly and have clear case studies of the impact on a range of children. Of the four children in KS1, 3 children are also SEND; 2 reached the expected standard in Reading and Writing and Maths, having made good progress in Maths and outstanding in reading and Writing; internal tracking shows the third child made outstanding progress in Maths and good progress in Reading; the fourth child’s performance related to significant needs and poor attendance, that has now been addressed. Internal tracking shows the vast majority of disadvantaged children make good progress. (Pupil Premium Strategy Statement Review 2016-2017/ Pupil Premium Strategy Statement 2017-18).

(3) **Gender Gap** - we have worked hard to reduce this since 2015:

- (i) internal date shows that from July 2015–July 2017 we have reduced the gap;
- (ii) a comparison of Non–SEND boys and girls attainment over this period shows a significant reduction in Writing from 23% (2015) to 8 % (2017);
- (iii) in RD Boys are 2% above girls;

- (iv) fewer boys achieve Greater Depth and addressing this gap remains a priority; and
- (v) further reducing the gender gap; particularly in relation to Writing remains a priority (SDP 2017-2018).

Part 2: How we have due regard for equality

7. Background

- (1) The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.
- (2) ‘Due regard’ ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.
- (3) 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.

8. Eliminate unlawful discrimination by:

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

9. Advance equality of opportunity by:

- (1) Analysing information and data that we gather to identify any under achieving groups or individuals and planning targeted interventions to address this.
- (2) 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).
- (3) 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 by our Local Offer.

10. Foster good relations and community cohesion by:

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

11. What has been the impact of our activities?

- (1) Our recent ‘Good’ Ofsted and ‘Outstanding’ SIAMS (Statutory Inspection for Anglican and Methodist Schools) Inspections recognised the following:
 - (i) the quality of opportunities for children to develop their personal spirituality makes a significant impact on their wellbeing and learning;
 - (ii) explicit Christian values are central to the high quality of relationships that permeate the whole school community; and
 - (iii) 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.
- (2) March 2017 Annual Questionnaire revealed:
 - (i) our children report that they feel safe in school and parents report that their children are well cared for;

- (ii) parents tell us that we support pupils learning well and meet pupils' particular needs;
 - (iii) parents tell us that our school is welcoming and approachable;
 - (iv) parents report that our children are well behaved and we deal with incidents of bullying or suspected bullying effectively;
 - (v) our children know their rights and responsibilities as members of our school and the wider community; and
 - (vi) we have high expectations and teaching is good - see Parent View - <https://parentview.ofsted.gov.uk>.
- (3) Good outcomes across the school (2016-17) -see SDP review 2016-17 Key Information page on our website: www.childokeford.dorset.sch.uk.

12. What do we plan to do next?

- (1) Development points from SIAMS Inspection – May 2014:
 - (i) develop further the Distinctiveness Group to lead the monitoring and evaluation of the school as a Church school and ensure that children are included in this process; and
 - (ii) continue to strengthen partnerships between the school and the local community.
- (2) Also see attached Equality Objectives:
 - (i) SDP 2017-18;
 - (ii) Governors' Strategic Action Plan 2017-2018: www.childokeford.dorset.sch.uk; and
 - (iii) SIAMS Action Plan 2017-18.

Part 3: Consultation, engagement and records

13. Consultation and engagement

- (1) 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.
- (2) Our main activities for consulting and engaging are:
 - (i) parent questionnaires;
 - (ii) pupil questionnaires;
 - (iii) interviews with pupils;
 - (iv) School Council/ Rights Respecting Groups;
 - (v) parent Focus Group and Parent Forum for parents with children on the SEND register;
 - (vi) PTFA meetings;
 - (vii) Governing Body meetings;
 - (viii) staff meetings;
 - (ix) links to Parish Council;
 - (x) articles in The Hill (Village Magazine); and
 - (xi) regular meetings with other local schools.

14. Record of how we have considered equality issues when making decisions

- (1) 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.
- (2) **All the policies below have been published on our website:** www.childokeford.dorset.sch.uk

Date	Policy or decision	Equality issues we considered	Action taken or changes made
November 2017	Supporting Children with Medical Conditions.	Ensuring safety and equality of opportunity for ALL.	Reviewed Policy. Shared with all Stakeholders.
November 2017	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
November 2017	Local Offer.	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.
November 2017	Accessibility Plan.	Reviewed progress from previous Plan. Ensuring safety and information and provision is available for all.	Reviewed Policy. Shared with all Stakeholders.

Part 4: Our Equality Objectives

15. General Information: Child Okeford Primary School Equality Objectives 2016 -2019

- (1) Lead member of staff: Tracy Maley.
- (2) Link governor/ GB Committee: Carrie Lewis.
- (3) For more information please contact:
 - (i) Rev Lydia Cook (Chair of Governors) or
 - (ii) Carrie Lewis (Governor responsible for Equality issues);
 - (iii) By e-mail: office@childokeford.dorset.sch.uk
- (4) 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 (see section 16 below).
- (5) We will regularly review the progress we are making to meet our equality objectives.
- (6) Also see: Accessibility Policy and Plan 2018-2021.

16. Equality statement

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.

17. Measured Equality Objectives

Objective	Aspect of Equality Duty	Success Criteria /Outcomes	Lead person	Resources	Monitoring activity and evidence	Timescale	Evaluation September 2018
To review the following Policies: SEND; Supporting Children with Medical Conditions; Accessibility Plan; Equality Information.	Advance equality of opportunity.	All policies support the Equality Act.	TM/ SS	None	Minutes of governors meetings. Policy File. Publication on Website.	By December 2017.	
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.	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.	Minutes of Governors Review.	December 2017. Annually reviewed.	
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.	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	Pupil progress data. RAISE online. SEND reviews.	On-going from present.	

Pupil Premium Strategy Statement/ Sports Premium: www.childokeford.dorset.sch.uk							
To increase the membership of potentially vulnerable pupils and those with protected characteristics in clubs, activities and roles of responsibility. Pupil Premium Strategy Statement / Sports Premium: www.childokeford.dorset.sch.uk	Advance equality of opportunity. Eliminate discrimination.	Registers and lists of participation shows a diverse spread of pupils from across the school. Under-represented groups are identified and participation encouraged.	TM/ SS Staff leading clubs and activities	Pupil Premium. Sports Premium/ PE action Plan.	Registers. Notes of staff meetings. Report to governors.	Ongoing	
To increase opportunities to communicate with parents and carers ensuring the needs of individual families are met.	Foster good relations. Eliminate discrimination.	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	Minutes from meetings.	Ongoing	
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with	Eliminate discrimination. Advance equality of	Children have an increased understating of equality and diversity within	TM All staff		Opportunities clear in staff planning. Pupil questionnaires indicate increased	Ongoing	

increased reference to issues of equality and diversity.	opportunity Foster good relations.	their locality and nationally. Embedded into our curriculum planning cycle.			understanding. Risk Assessment – Radicalisation.		
To increase staff understanding of equality and its implications on a day to day basis through training and CPD.	Eliminate discrimination.	All staff understand their role with respect to the Equality Act and the implications for their practise.	TM All Staff		Staff meeting minutes. Staff feedback.	Ongoing	
To evaluate the school's reading resources to ensure that diversity and equality for are reflected.	Eliminate discrimination. Foster good relations.	The school's reading resources reflect diversity both nationally and internationally.	Subject leaders/ TM	£2000 for new resources/ reading books	Resources available.	Begin in April 2015 Complete July 2016	