



### **School Vision**

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for our children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this by creating a culture of independent learning and discovery that is stimulating and enjoyable for both children and staff. The children's views will be sought and valued and high expectations will ensure that all children achieve even when challenged.

### **School policy statement on equality and community cohesion**

Our school is committed to equality both as an employer and a service-provider and we carry out our day to day work through our embedded values and ethos:

1. We try to ensure that everyone is treated fairly and with respect.
  2. We want to make sure that our school is a safe, secure and stimulating place for everyone.
  3. We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
  4. We recognise that for some pupils extra support is needed to help them to achieve and be successful.
  5. We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils, staff and parents/carers, and through our School Council.
  6. We aim to make sure that no-one experiences harassment, 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 set our Equality & Accessibility Plan Objectives for a 3 year period and review the progress annually.
  - 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, and reduce or remove them.
  - We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of diminishing differences in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for Free School Meals and the



#### Pupil Premium Grant

- Pupils who are disabled, or who are in the process of being diagnosed as disabled
- Pupils who have Special Educational Needs
- Boys in certain subjects and girls in certain other subjects
- Vulnerable Pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
2. **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
3. **Foster good relations** between people who share a protected characteristic and people who do not share it.

At Robert Peel Primary School we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

#### **Part 1: Information about the pupil population and their achievements compared to National/Local averages.**

Number of pupils on roll at the school: 360 including Nursery

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

#### **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.'



Number of pupils with disabilities: 147 (SEND register October 2018)

20 children with EHPs, 50 at Stage 2, 77 at Stage 1

There are pupils at our school with different types of disabilities and these include:

- Physical Disability including deafness, blindness and cerebral palsy
- Attention Deficit & Hyperactivity Disorder
- Autistic Spectrum Disorder
- Global Learning Delay
- Speech and Language
- Dyslexia
- Oppositional Defiance Disorder
- Cognitive Learning Disorder
  
- **Part 2: Our Main Equality Challenges**
- This is a summary of the issues that we are most concerned about.
- We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school.
  
- **Attainment of all groups**
- We are prioritising closing the gap to National and Local standards of attainment and progress for all groups, with particular emphasis on disadvantaged children and children who are on the SEND register.
- Following the success of this we will then look to examine the attainment of our More Able pupils.

### **Part 3: How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

1. We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
  
2. Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.
  
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.



4. We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors through the Standards & Inclusion Committee.
5. We record any racist or homophobic incidents and act upon any concerns and report this to the Governing body on a termly basis.
6. The Senior Leadership Team of the school is concerned with closing gaps, this is reflected in the school's values and Strategic plan
7. We give due regard for equality issues in decisions and changes we make.
8. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
9. We provide training to all staff in relation to dealing with bullying and harassment incidents.
10. We have a Special Educational Needs & Disability Policy that outlines the provision the school makes for pupils with special educational needs.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils. Below outlines how the school will promote equality.



<b>Ethnicity &amp; Race incl EAL Learners</b> <b>We are committed to working for the equality of all ethnic groups</b>		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>• Initial assessments are completed promptly for new arrivals and learning plans are put into place, these may include targeted intervention.</li> <li>• We identify appropriate provision and then monitor its impact.</li> <li>• A supportive network, we use a variety of strategies to support our new families.</li> <li>• Children are buddied up with a child within their class.</li> <li>• We set targets to improve the attainment and progression rates of particular groups of pupils.</li> <li>• We identify and address barriers to the participation of particular groups in learning and other activities.</li> </ul>	<ul style="list-style-type: none"> <li>• We use ICT to support translations and translators from other local schools.</li> <li>• An informal open door policy.</li> <li>• We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.</li> <li>• We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</li> <li>• We ensure that the curriculum challenges racism and stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience a positive start.</li> <li>• Parents are kept well informed and they attend school events.</li> <li>• Effective, positive relationships with parents, school and home working in partnership to support the child.</li> <li>• Pupil voice is monitored regularly as part of our cycle &amp; it shows that our children with EAL are happy in school</li> </ul>



<b>Gender</b> <b>We are committed to working for the equality of both sexes</b>		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>• We monitor the attainment and progress of all our pupils by gender.</li> <li>• We take the same approach to address underachievement: neither boys nor girls are treated differently.</li> <li>• We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</li> <li>• The School Council ensures both boys and girls views are equally represented.</li> <li>• Sports teams: these are equally represented by boys and girls.</li> <li>• We continuously review our provision to ensure that we address barriers to the participation of boys and girls in activities.</li> </ul>	<ul style="list-style-type: none"> <li>• We support all our children in their interests by running a variety of clubs.</li> <li>• Events for parents and Grandparents are hosted throughout the year.</li> <li>• We try to ensure we include positive, non-stereotypical images of men and women in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s attainment does not show any systematic differences in attainment.</li> <li>• The curriculum is enhanced by increased pupil voice.</li> </ul>



Disability		
We are committed to working for the equality of people with & without special needs or a disability		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>• We set challenging targets to ensure our children with disabilities make good progress.</li> <li>• We provide good quality training for our staff on inclusion.</li> <li>• When required we gain external advice and support for many different professionals.</li> <li>• We promote positive links with our parents.</li> <li>• SEND Designated Governor</li> <li>• Specific targeted support and provision where appropriate.</li> <li>• Annual reviews.</li> <li>• Liaising and working in partnership with a number of professional organisations.</li> <li>• A range of interventions from Nursery to Year 6.</li> <li>• SEND base with Non-Teaching SEDNCo and full time SEND Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Our school admissions criteria which welcomes all pupils.</li> <li>• We work with private Nurseries ensuring transfer into Reception is effective &amp; as smooth as possible.</li> <li>• We liaise with special schools in the local area regarding effective provision</li> <li>• Regular meetings with parents.</li> <li>• We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience.</li> <li>• We ensure that the curriculum and resources shows positive images of people who are disabled or have a special need.</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience a positive start to school life.</li> <li>• Parents are kept well informed and given support.</li> <li>• Effective, positive relationships with parents, school and home working in partnership to support the child.</li> <li>• Effective inclusion of children with special needs or a disability.</li> <li>• Pupil voice shows that our children with additional needs are happy in school.</li> </ul>



Disadvantaged		
We are committed to working for the equality of disadvantaged and non-disadvantaged pupils		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<ul style="list-style-type: none"> <li>• We monitor the attainment and progress of pupils who receive the Pupil Premium Grant.</li> <li>• The Pupil Premium Champion monitors the provision and attainment of disadvantaged children</li> <li>• All opportunities, events and activities are open to disadvantaged and non-disadvantaged children.</li> <li>• The Pupil Premium Grant is used to ensure that disadvantaged children have access to the same opportunities as those children who are not from disadvantaged backgrounds.</li> <li>• We set targets to improve the attainment and rates of progress of disadvantaged children.</li> <li>• The School Council ensures that all views are equally represented.</li> <li>• We continuously review our provision to ensure that we address barriers to the participation of disadvantaged pupils in activities.</li> <li>• We have a robust PPG Policy which is monitored and outcomes evaluated by the Standards, Curriculum, Inclusion &amp; Pupils Committee under the guidance of the Pupil Premium Champion.</li> </ul>	<ul style="list-style-type: none"> <li>• We support all our children in their interests by running a variety of clubs.</li> <li>• We ensure that all children can experience trips and visits by using the Pupil Premium Grant.</li> <li>• We are developing a curriculum that supports all pupils to understand, respect and value each other.</li> <li>• We ensure that the curriculum challenges any views about pupils who live in areas of deprivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s attainment does not show any systematic differences in attainment.</li> <li>• The curriculum is enhanced by increased pupil voice.</li> <li>• Disadvantaged pupils have access to the same experiences at school.</li> </ul>



#### Part 4: Consultation and engagement

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

Our main activities for consulting and engaging are:

- Annual Questionnaire - pupils & parents
- Pupil Pow-Wows
- Consultation Evenings
- Informal morning/end of day meetings with teachers, Head & Deputy
- School Council
- Governor monitoring
- Staff feedback and questionnaires

#### Part 5: Our equality Objectives

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 information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages; we felt it appropriate to have an objective for each group. We will regularly review the progress we are making to meet our equality objectives.

Equality & Accessibility Plan Objectives				
Date set	Type of Group	Objective	Measure	Monitoring
Sept 2018	Disability	To ensure good progress of children on the SEND register based on their individual starting points.	Children achieve personal targets which are set based on their starting points.	Each half term through Professional Meetings
Sept 2018	Disability	To use a systematic assessment system to monitor rates of progress of children on the SEND register.	Rate of progress to individual targets rather than Age Related Expectations. Use of a range of specific assessments to measure progress and identify individual needs. These include: Alford Reading Ages, Young's Spelling Ages, BPVS, Puma Calculation Age, B Squared.	Annually



Date set	Type of Group	Objective	Measure	Evaluation
Sept 2018	Disability	To have detailed and measureable Provision Maps for children in all phases of the school.	Half termly review of targets through professional Meetings and progresses measured and reported on.	Reviewed by SENDCo with teaching staff termly
Sept 2018	Disability	To expand interventions to Nursery and Reception and monitor the effectiveness of interventions through Provision Maps and progress over a term.	Interventions to be in every year group and to include Nurture and Speech & Language. Effectiveness is measured through Provision Maps.	Reviewed by SENDCo with teaching staff termly
Sept 2018	Disability	To broaden Support Staff expertise so they are able to take the lead in specific interventions such as Speech & Language.	Training of staff to lead specific areas and for them to share their learning with others.	Ongoing training. Reviewed annually
Sept 2018	Disability	To support children with profound hearing loss, staff are trained in British Sign language.	Two LSA's will undertake a training program to complete the first level of British Sign language. This will be supported through the Hearing Impaired LA Team.	Termly review
Sept 2018	Ethnicity	To develop a systematic school approach to monitoring significant ethnic groups attainment and progress.	Data is monitored half termly through Professional Meetings.	Half termly



Date set	Type of Group	Objective	Measure	Monitoring
Sept 2018	Gender	To diminish any differences in attainment between boys and girls.	Diminishes any gaps between boys and girls and vice versa in any subject areas including GLD and Phonics Screening.	PPG Champion discussions with staff half termly in Professional Meetings.
Sept 2018	Religion	To have a yearly cycle in place for assemblies allowing for links with all faiths to be planned also in line with SMSC.	Monitoring shows appropriate links to assembly themes & religions linked to SMSC	Annually RE Lead
Sept 2018	Religion	To ensure that RE is well taught and there are opportunities for visitors of different religions and faiths to visit the school.	Monitoring shows the RE syllabus is well taught with Floor Books demonstrating children learning and knowledge.	RE Lead Monitoring
Sept 2018	Disadvantaged	To ensure that there are no significant performance gaps between PPG and non PPG pupils and PPG pupils progress at the same rate as non PPG pupils.	Pupil Premium Champion to monitor and report on provision, interventions and outcomes of PPG pupils. Outcomes for PPG children to form a key area for discussion in Professional Meetings and SCIP Governor Meeting.	PPG Champion discussions with staff half termly in Professional Meetings.
Sept 2018	Disadvantaged	To have detailed and measureable Provision Maps for children in all phases of the school.	Half termly review of targets through professional Meetings and progresses measured and reported on.	Pupil Premium Champion and SENDCo to review with staff termly
Sept 2018	Disadvantaged	To ensure that children in receipt of the PPG Grant receive effective and timely interventions to diminish any gaps in attainment and progress.	Interventions to be in every year group and will be led by highly trained staff in a variety of key learning areas which have been identified.	Pupil Premium Champion and SENDCo to review with staff termly



Date set	Type of Group	Objective	Measure	Monitoring
Sept 2018	More Able	To provide pupils who are assessed as being More Able opportunities to extend their learning further and provide them with experiences to utilise their talents and gifts.	Increase out of school opportunities with local schools and improve provision by teachers in lessons to extend these pupils learning further.	HT and DH through Provision Maps and Professional Meetings
Sept 2018	All pupils	To have measurable assessments for children who are working well below their year group National Curriculum expectations. Ensuring that their small steps are recognized and can be measured.	Clear criteria for progress in learning for children working well below their year group expectations. Provision is clear through SEND Support Plans, Provision Maps and lesson plans.	SENDCo review of SEND Support plans and through Professional Meetings
Sept 2018	All pupils	Rigorous and validated assessments of pupils on entry into Reception and Nursery – in line with existing whole school practices.	Clear and robust attainment and progress measures in place for EYFS. Introduction of new EYFS Baseline Assessment.	Reviewed by DH with teaching staff