



Giffards Primary School

Equality Policy, Information and Objectives

Signed _____
Chair of Governors

Reviewed and agreed: February 2020

Next Review: November 2023

Objectives reviewed February 2020 Next review: February 2021

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it. See definitions and protected characteristics by clicking the link.

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

- Foster good relations across all characteristics – between people who share a

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a termly basis to the headteacher

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

The senior leadership team monitors equality issues, and they regularly liaise regarding any issues and make governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of extra-curricular activities)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- 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 at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Giffards Primary – Equality Objectives 2020-2023

| Objectives | We chose this objective because | Action | Timing | Who will implement and/or monitor? | Effect on pupil outcomes | Year 1 Jan 2020-21 RAG | Year 2 Jan 2021-22 RAG | Year 3 Jan 2022-23 RAG |
|---|--|--|-----------------------------------|---|--|------------------------------|------------------------------|------------------------------|
| To ensure that pupils with SEND are effectively supported in accessing the curriculum and meeting their full potential. | The school has above national % of pupils with SEND as a result of a lack of specialist places locally and an increase in pupils admitted to school with additional needs. Pupils lack independent learning skills and need to develop resilience and confidence in learning | <ul style="list-style-type: none"> To develop a superstars group in KS2 to meet literacy and numeracy needs in a smaller group situation for those children who have significant additional needs which requires work that is a significantly different level to that of their peers Inclusion team closely monitor the wellbeing and progress of children with SEND For the learning environment to support the learning process and develop independence and resilience For work to be appropriately differentiated to meet individual needs For appropriate interventions to be in place to address gaps in learning | Summer 2020 and reviewed annually | Inclusion team SLT Teachers and support staff | <ul style="list-style-type: none"> All pupils feel safe and confident and any barriers to their learning are addressed and they are making good progress from their starting points | | | |
| To ensure effective provision across the school for all pupils including those with speech and language needs. | Large proportion of pupils enter school in EYFS with below average speech and language (40-50%) | <ul style="list-style-type: none"> Ensure relevant staff are aware and trained to screen pupils using speech and language link, to support pupils with a focus curriculum Give high Priority to speech and language development throughout the school through a focus on vocabulary/T4W/ phonics/reading | Summer 2020 and reviewed annually | SLT Inclusion team All staff | <ul style="list-style-type: none"> Speech link to support with identified pupils from EYFS and up through the school to improve language acquisition and understanding Colourful semantics and a focus on developing vocabulary will be incorporated into all lessons for all pupils to improve sentence structure and correct used of grammar | | | |

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| To ensure effective provision and support for Pupils with SEMH so they can reach their full potential | Large proportion of pupils enter school with SEMH needs (25%) They need support to concentrate in lessons and moderate behaviour | <ul style="list-style-type: none"> • For the learning environment to support the learning and behavior and develop independence and resilience. For PSPs to be used where necessary to support moderation of behaviour | Summer 2020 and reviewed annually | SLT Inclusion team All staff | <ul style="list-style-type: none"> • Children to feel confident in school to express their emotions and self-regulate their behaviour | | | |
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9. Monitoring arrangements

The SLT will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by the SLT at least every 4 years.

This document will be approved by governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

EQUALITY INFORMATION

Giffards Primary School is situated within the Stanford East and Corringham Town ward, a large urban area to the East of Thurrock. Giffards Primary School began as an Infant and Junior School in 1958. We became a Primary School in 2005 and an academy on April 1st 2014.

The school is situated fairly centrally in a large housing estate. It is surrounded by a mixture of housing (flats and houses); around 50% of families rent from either the Council or private landlords housing.

Giffards is a larger than average two form Primary school with a 3rd form of entry in year 4 (as of 2019/20) We have 440 full time pupils spread between 3 buildings (EYFS and KS1, KS2 main building and an annex with year 6). Our most recent census shows that the majority of children, 88%, are White English. 11.4% of our pupils are from minority ethnic groups with no one group being predominant. This school has 15 out of 17 possible ethnic groups. The only group with 5% or more is: 88%: White - British

We have 4.5% of pupils who speak English as an additional language.

The school profile identifies 20.5% of pupils as having special educational needs and the number of children with EHCP's is at approximately 2.7% at this time.

53% of these pupils have MLD needs. 17.5 have speech and language needs and 24% have SEMH needs, this includes pupils diagnosed with ADHD.

Boys outnumber girls in most year groups and across the school there are 10% more boys.

We are proud to be an inclusive school and we work hard to ensure inclusive access for our pupils with physical as well as learning difficulties; these children are well integrated into daily practice and procedures.

The pupil population is drawn from mixed areas of deprivation – the Stanford East and Corringham ward sits 10th out of the 20 Thurrock wards. The school location deprivation indicator is in quintile 5 (most deprived) of all schools. As the school has grown in popularity we attract pupils from a wider area, the pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation (ISDR 2019).

The number of children who are eligible for Pupil Premium funding is 21% , this has decreased over the years but doesn't truly reflect the level of deprivation or need in the area. Many parents are in low paid employment often working shifts. 30% of adults locally have no educational qualifications and 7% have fewer than 4 GCSEs or equivalent