St Giles CE Primary School

Equalities statement and objectives

This is our published information (June 2022) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

The school is a small primary school. Children attend the school from the age of 4 to 9. Our website outlines our ambitions for the children, our place in the global community and our vision for learning. Very few of the pupils speak language other than English.

Very few are of BAME heritage. We report on the progress of disadvantaged pupils in respect of whom we receive the Pupil Premium Grant in order to demonstrate the effect the additional funding has in diminishing the differences in outcomes for these pupils compared with their peers.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families.

We challenge any perception that family diversity may be uncomfortable for some members of the community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to keep them safe from discrimination. We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility, and caring citizenship.

We aim for all of our pupils to achieve their potential, academically, physically and socially in an atmosphere where they can grow and acquire useful skills, values and attitudes.

Our school uniform is flexible and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity or belief. Children take part in events to promote understanding of religious diversity. Children have many opportunities to reflect on metacognitive approaches and how to develop resilience.

Our school has clear protocols and targeted provision to support pupils who require additional learning or emotional support. Local SEND information is available from the school website.

The school is an accessible building for people with physical disabilities; it has ramps, accessible toilets and wheelchair accessible routes.

There is a significant focus on mindfulness and emotional wellbeing in school. One member of staff is currently enrolled on the government accredited senior mental health lead training course.

We record and report instances of discriminatory language or bullying on My Concerns.

All staff have completed required Prevent training and recognise the relationship between hate crime and radicalisation or extremism.

Documentation and record-keeping

Our school has a statement of overarching equality policy published to the web site.

The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on promoting friendship, dealing with feelings and feeling safe to share concerns with adults. The ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect.

Responsibilities

All members of staff have responsibility for equalities and for meeting equality objectives. All staff take responsibility for anti-bullying good practice.

Staffing

There is good equal opportunities practice in the recruitment and promotion of staff.

Behaviour and attitudes

The school's behaviour policy is on the web site.

We collaborate with local and national programmes and make links to well established cultural, religious and statutory partners who support our ambitions for equality.

Curriculum

There is coverage in the curriculum through timetabled PSHE education of spiritual, moral, social and cultural aspects of learning, particularly with regard to tackling prejudice and promoting mutual understanding.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations.

The school has procedures for finding out how pupils think and feel about the school, and how they feel about fair and unfair situations.

We consult parents and carers during parent's evenings. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination harassment.

Part Two: objectives (June 2022)

Diminishing differences and ambition for all

Ensure that there is ambition for all so the progress for all groups in not significantly different to each other.

1.Action: We have year groups with a number of pupils who have a combination of protected characteristics and vulnerabilities which contribute to a significant gap in attainment and progress between them and other children (boys, eligible for the Pupil Premium Grant, on the SEND register). We have used the EEF toolkit to help us define

ways to use the Pupil Premium allocation to initiate a range of evidence-based interventions and targeted support which will be rigorously evaluated. These include;

- ✓ Mixed ability teaching throughout the school in most year groups and subjects
- ✓ Whole staff training on feedback.
- ✓ Priority on reading from the onset
- ✓ Key focus on developing vocabulary.

Expected evidence of impact:

- ✓ The school will annually review and define which packages are our most effective in terms of cohort, characteristic and identified need.
- ✓ This information will be shared among the whole staff and governing body and published on the school web site
- ✓ The gap will narrow in line with national expectations for all of our disadvantaged pupils, relative to their starting points *(June 2023 review)*