



Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

Aspire

- Motivating and exciting all to become life-long learners

Believe

- Developing the skills and confidence to foster self-belief

Create

- Engaging all learners through creative practice and personal reflection

Achieve

- Experiencing success and embracing future challenges

Our Aims

To place the child at the centre of all that we do.

To foster positive, supportive relationships with families and the wider community.

To provide models of excellence drawing on the expertise of our highly skilled team.

To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.

To promote life-long learning through developing a whole school culture of challenge and growth.

To prepare learners for a future in an increasingly interconnected global economy.

Policy Reviewed	February 2020
Agreed by Staff	February 2020
Ratified by Governors	February 2020

Contents

1. Aims 3

2. Legislation and guidance 3

3. Roles and responsibilities 3

4. Eliminating discrimination 4

5. Advancing equality of opportunity 4

6. Fostering good relations 4

7. Equality considerations in decision-making 4

8. Equality objectives 5

9. Monitoring arrangements 6

10. Links with other policies 6

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
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

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](#).

3. Roles and responsibilities

The governing board 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 daily basis to the headteacher

If you have an equality link governor, insert and amend as applicable, the following:

The equality link governor is Laura Perrett They will:

- Meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Rabinder Benning. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and 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 school societies)

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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- 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:

- Is accessible to pupils with disabilities and/or with medical needs
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

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

Equality objective 1:				
To increase the number of children identified as disadvantaged achieving greater depth standard in reading, writing and maths at the end of Key Stage 2.				
Progress we are making on this objective:				
<ul style="list-style-type: none"> • Termly Pupil Progress meeting with SLT • Targeted groups to facilitate progress in Year 6 • Targeted support for identified pupils with highly trained TA • Level 3 TA deployed to Year 6 • TAs deployed to each class to support with English and Maths 				
Data evidence				
	% Dis./%Not Dis			
	2017	2018	2019	Current
Reading	33%/75%	55%/46%	28%/60%	8%/18%
Writing	0%/36%	18%/38%	6%/45%	8%/20%
Maths	27%/68%	45%/56%	28%/64%	0%/18%
Equality objective 2:				
To eradicate the gap between disadvantaged and non-disadvantaged students achieving 'expected' at the end of Key Stage 1				
Progress we are making on this objective:				
<ul style="list-style-type: none"> • Termly Pupil Progress meeting with SLT • Coram Beanstalk reading supporting identified students in Years 1 and 2 • Additional daily reading for identified pupils with TA • Additional TA deployed to support identified pupils in Year 2 each afternoon • TAs deployed to each class to support with English and Maths 				
Data evidence				
	% Dis./%Not Dis (difference)			
	2017	2018	2019	Current
Reading	88%/81% (+7%)	42%/87% (-46%)	45%/85% (-40%)	63%/86% (-23%)
Writing	63%/83% (-20%)	50%/81% (-31%)	36%/81% (-45%)	63%/80% (-17%)
Maths	75%/85% (-10%)	67%/83% (-16%)	55%/85% (-30%)	63%/78% (-15%)
Equality objective 3:				
To increase the number of children identified as disadvantaged taking part in extra-curricular activities.				
Progress we are making on this objective:				
<ul style="list-style-type: none"> • Using Pupil Premium funding to off-set the cost of 1 after school club per disadvantaged student per term (Autumn and Spring) • Considering the range of clubs being offered each term, including out-sourcing to ensure high interest, varied provision 				

- Analysis of attendance at after school activities

Data evidence

	Disadvantaged children attending ASC		
	Number	%	Number school have funded
Autumn	8/171	5%	3% (5 children)
Spring	7/111	6%	4% (4 children)
Summer			

9. Monitoring arrangements

The designated member of staff for equality will update the equality information we publish at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by the Learning and Achievement Committee every year.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-Bullying
- Supporting Children with Medical Conditions