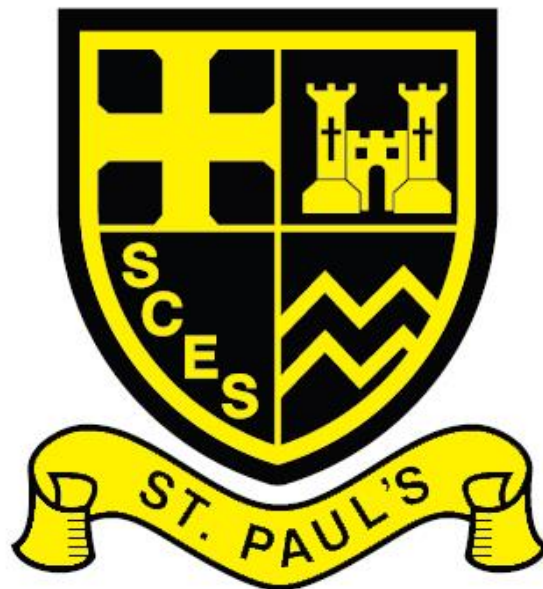


St. Paul's C of E Primary School



Equality Statement and objectives

Reviewed – July 2017
Next Review Date – July 2020

This scheme reflects the consensus and opinions of the whole staff and has the full agreement of the Governing Body.

The implementation of this scheme is the responsibility of all staff.

EQUALITY INFORMATION AND OBJECTIVES

School Aim Statement

“Everyone working together to create a caring Christian learning environment which inspires children to celebrate their unique potential and become a responsible, considerate, involved and happy member of God’s world”.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

We will not publish any information that can specifically identify any individual child or adult

Prepare and publish equality objectives – See Appendix A

Publish equality information – to demonstrate compliance with the general duty across its functions – See Appendix B

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Core Statements

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Our Ethos/mission

At St. Paul's C of E Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St. Paul's C of E Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

School Community	Responsibility
Pupils	<p>Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the schools website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile.

This policy has been approved by the Performance & Standards committee on Friday 14th July 2017

This policy will be reviewed every three years and updated as necessary.

Policy signed: _____ (Chair of Governors)

Policy signed: _____ (Head Teacher)

Dated: _____

Review Date: July 2020

Appendix A

Objective	How will the impact of the objective be monitored?	Who is responsible for implementing?	What are the timeframes?	Early success indicators
Publish and promote the Annual Equality Objectives through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Statement in annual survey? Notify parents that Equality Objectives have been reviewed and published on website. Invite response.	Head teacher	Immediately after Equality Objectives are agreed by governing body	Staff are familiar with the principles of the Equality Objectives and use them when planning lessons, creating class room displays. Parents are aware of the Equality Objectives.
Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Head teacher / Governing Body	Annually in Oct/Nov	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Class teachers	On-going	Notable increase in participation and confidence of targeted groups
Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Class teachers	Ongoing	More diversity reflected in school displays across all year groups
Identify, respond and report racist incidents as outlined in the Statement. Report the figures to the Governing body on a termly basis and the Local Authority immediately after investigation.	The Head teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Head teacher / Governing Body	Reporting: Full Governing Body Meetings each term.	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. Black History Month	Raised pupil awareness – PSHE/RE lessons/Assemblies.	Head teacher All Teaching Staff	Ongoing	Increased awareness of different communities

Appendix B

Religion and Belief – Taken from the Summer census 2017

Anglican	0
Buddhist	0
Catholic	1
Christian	240
Hindu	1
Methodist	4
Muslim	1
Sikh	1
No Religion	215
Other Religion	5
Total	468

Ethnic Categories – Taken from the Spring census 2017

White British	443
Any other White Background	9
Any other Black Background	1
Any other mixed Background	1
Any other Asian Background	1
White & Black Caribbean	2
White & Black African	2
Black African	8
Chinese	0
Indian	2
Pakistani	0
White & Asian	2
Refused	1
Total	472

2017 EYFS Attainment DATA

Groups	Number of pupils	Key Stage 1 Reading Attainment			
		Expected +		Exceeding	
		No.	2017	No.	2017
All	59	43	73	11	19
Male	32		72		19
Female	27		75		19
Pupil Premium	7		57		0
Pupil Premium not send	5		80		0
Not PP	52		75		21
SEN	4		25		0
No SEN	55		76		20
Autumn born	26		85		31
Spring born	16		75		6
Summer born	17		53		12
GLD – yes	41		100		27
GLD – no	18		11		0
GLD St P nursery	39		80		21
GLD not St P nursery	20		60		15

Groups	Number of pupils	Key Stage 1 Writing Attainment			
		Expected +		Exceeding	
		No.	2017	No.	2017
All	59	41	69	9	15
Male	32		66		13
Female	27		75		19
Pupil Premium	7		57		0
Pupil Premium not send	5		80		0
Not PP	52		71		17
SEN	4		0		0
No SEN	55		74		16
Autumn born	26		81		23
Spring born	16		75		6
Summer born	17		47		12
GLD – yes	41		100		22
GLD – no	18		0		0
GLD St P nursery	39		74		18
GLD not St P nursery	20		60		10

	Number of pupils	Key Stage 1 Maths Attainment			
		Expected +		Exceeding	
		No.	2017	No.	2017
All	59	27	71	15	25
Male	32		72		22
Female	27		74		30
Pupil Premium	7		57		0
Pupil Premium not send	5		80		0
Not PP	52		75		29
SEN	4		25		0
No SEN	55		76		27
Autumn born	26		84		38
Spring born	16		81		6
Summer born	17		48		24
GLD – yes	41		100		37
GLD – no	18		11		0
GLD St P nursery	39		79		28
GLD not St P nursery	20		60		20

2017 Year 1 Attainment DATA

Groups	Number of pupils	Key Stage 1 Reading Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	63	48	78	20	29
Male	32	21	66	9	28
Female	31	28	90	9	29
Pupil Premium	6	3	50	0	0
Pupil Premium not send	5	3	60	0	0
Not PP	57	46	81	18	32
SEN	9	5	56	0	0
No SEN	54	44	81	18	33
Autumn born	14	10	72	5	36
Spring born	23	19	83	6	26
Summer born	26	20	77	7	27
GLD – yes	39	39	100	18	46
GLD – no	24	10	42	0	0
EYFS emerging	15	1	7	0	0
EYFS expected	36	36	100	6	17
EYFS exceeding	12	12	100	12	100

Groups	Number of pupils	Key Stage 1 Writing Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	63	39	62	4	6
Male	32	14	44	1	3
Female	31	25	81	3	10
Pupil Premium	6	1	17	0	0
Pupil Premium not send	5	1	20	0	0
Not PP	57	38	67	4	7
SEN	9	2	22	0	0
No SEN	54	37	68	4	7
Autumn born	14	10	71	1	7
Spring born	23	15	66	2	9
Summer born	26	14	54	1	4
GLD – yes	39	36	92	4	10
GLD – no	24	3	13	0	0
EYFS emerging	23	2	9	0	0
EYFS expected	32	29	91	0	0
EYFS exceeding	8	100	100	4	50

	Number of pupils	Key Stage 1 Maths Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	63	48	76	11	17
Male	32	20	63	5	16
Female	31	28	90	6	19
Pupil Premium	6	2	33	0	0
Pupil Premium not send	5	2	40	0	0
Not PP	57	46	80	11	19
SEN	9	4	44	0	0
No SEN	54	44	81	11	20
Autumn born	14	10	71	2	14
Spring born	23	19	82	4	17
Summer born	26	19	73	5	19
GLD – yes	39	39	100	11	28
GLD – no	24	9	38	0	0
EYFS emerging	18	3	17	0	0
EYFS expected	31	31	100	3	10

EYFS exceeding	14	14	100	8	57
----------------	----	----	-----	---	----

2017 Key Stage 1 (Y2) Attainment DATA

Groups	Number of pupils	Key Stage 1 Reading Attainment			
		Expected +		Greater Depth	
		2016	2017	2016	2017
All	64(62)		75(77)		31(32)
Male	39(38)		74(76)		36(37)
Female	25(24)		76(79)		24(25)
Pupil Premium	8(7)		50(57)		25(29)
Pupil Premium not send	5		60		40
Not PP	56(55)		79(80)		32(33)
SEN	8(6)		38(50)		0
No SEN	56		80		36
EAL	1		100		0
Autumn born	26(25)		73(76)		19(20)
Spring born	18(17)		94(100)		61(65)
Summer born	20		60		20
GLD – yes	42		95		48
GLD – no	21		71		38
EYFS emerging	13		15		0
EYFS expected	39		92		26
EYFS exceeding	10		100		100

Groups	Number of pupils	Key Stage 1 Writing Attainment			
		Expected +		Greater Depth	
		2016	2017	2016	2017
All	64(62)		75(77)		23(24)
Male	39(38)		74(76)		28(29)
Female	25(24)		76(79)		16(17)
Pupil Premium	8(7)		50(57)		25(29)
Pupil Premium not send	5		60		40
Not PP	56(55)		79(80)		23(24)
SEN	8(6)		38(50)		0
No SEN	56		89		36
EAL	1		100		0
Autumn born	26(25)		77(80)		8(8)
Spring born	18(17)		94(100)		56(59)
Summer born	20		55		15
GLD – yes	42		95		36
GLD – no	21		75		33
EYFS emerging	18		28		0
EYFS expected	44		95		34
EYFS exceeding	0		0		0

	Number of pupils	Key Stage 1 Maths Attainment			
		Expected +		Greater Depth	
		2016	2017	2016	2017
All	64(62)		80(82)		31(32)
Male	39(38)		87(89)		41(42)
Female	25(24)		68(71)		16(17)
Pupil Premium	8(7)		50(57)		25(29)
Pupil Premium not send	5		80		40
Not PP	56(55)		84(85)		25(25)
SEN	8(6)		13(17)		0
No SEN	56		89		36

EAL	1		100		0
Autumn born	26(25)		62(64)		19(20)
Spring born	18(17)		94(100)		56(59)
Summer born	20		90		25
GLD – yes	42		90		45
GLD – no	21		57		5
EYFS emerging	10		30		0
EYFS expected	41		88		24
EYFS exceeding	11		100		91

2017 Year 3 Attainment DATA

Groups	Number of pupils	Key Stage 2 Reading Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	65	48	74	21	32
Male	36	24	67	13	36
Female	29	24	83	8	28
Pupil Premium	6	4	67	1	17
Pupil Premium not send	4	3	75	1	25
Not PP	59	44	75	20	34
SEND	8	2	25	0	0
No SEND	57	46	81	21	37
KS1 High	19	19	100	18	95
KS1 Middle	23	23	100	3	13
KS1 Low	23	6	26	0	0

Groups	Number of pupils	Key Stage 2 Writing Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	65	44	68	22	34
Male	36	22	61	10	28
Female	29	22	75	12	41
Pupil Premium	6	3	50	0	0
Pupil Premium not send	4	3	75	0	0
Not PP	59	41	69	22	37
SEND	8	1	13	0	0
No SEND	57	43	76	22	39
KS1 High	9	9	100	3	100
KS1 Middle	22	21	96	12	55
KS1 Low	34	14	41	1	3

	Number of pupils	Key Stage 2 Maths Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	65	44	76	21	32
Male	36	25	70	14	39
Female	29	19	65	7	24
Pupil Premium	6	4	67	0	0

Pupil Premium not send	4	3	75	0	0
Not PP	59	40	68	21	36
SEND	8	1	13	0	0
No SEND	57	43	76	21	37
KS1 High	13	13	100	13	100
KS1 Middle	24	24	100	8	33
KS1 Low	28	7	25	0	0

2017 Year 4 Attainment DATA

Groups	Number of pupils	Key Stage 2 Reading Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	67	56	83	27	40
Male	36	28	78	10	28
Female	31	28	90	17	55
Pupil Premium	6	5	83	2	33
Pupil Premium not send	3	3	100	2	67
Not PP	61	51	84	25	41
SEND	7	4	57	1	14
No SEND	60	52	86	26	43
EAL	1	1	100	1	100
KS1 High	25	25	100	20	80
KS1 Middle	36	29	80	7	19
KS1 Low	4	0	0	0	0

Groups	Number of pupils	Key Stage 2 Writing Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	67	54	81	16	24
Male	36	27	75	6	17
Female	31	27	87	10	32
Pupil Premium	6	4	67	0	0
Pupil Premium not send	3	3	100	0	0
Not PP	61	50	82	16	26
SEND	7	2	29	0	0
No SEND	60	52	87	16	27
EAL	1	1	100	0	0
KS1 High	25	25	100	15	60
KS1 Middle	36	28	78	1	3
KS1 Low	4	0	0	0	0

Groups	Number of pupils	Key Stage 2 Maths Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	67	54	80	19	28

Male	36	26	73	11	31
Female	31	28	91	8	26
Pupil Premium	6	5	83	0	0
Pupil Premium not send	3	3	100	0	0
Not PP	61	49	80	19	31
SEND	7	3	43	0	0
No SEND	60	51	85	19	32
EAL	1	1	100	0	0
KS1 High	25	25	100	16	64
KS1 Middle	36	27	75	3	8
KS1 Low	4	0	0	0	0

2017 Year 5 Attainment DATA

Groups	Number of pupils	Key Stage 2 Reading Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	61	48	79	22	36
Male	32	22	69	10	31
Female	29	26	90	12	41
Pupil Premium	15	10	67	5	33
Pupil Premium not send	10	8	80	4	50
Not PP	46	38	83	17	37
SEND	9	5	66	1	14
No SEND	52	40	80	20	38
EAL	1	1	100	0	0
KS1 High	19	19	100	19	100
KS1 Middle	33	26	79	0	0
KS1 Low	4	0	0	0	0

Groups	Number of pupils	Key Stage 2 Writing Attainment			
		Expected +		Greater Depth	
		No.	2017	No.	2017
All	61	46	75	14	21
Male	32	22	69	6	19
Female	29	24	83	8	28
Pupil Premium	15	9	60	3	20
Pupil Premium not send	10	7	70	3	30
Not PP	46	37	80	11	24
SEND	9	4	44	1	11
No SEND	52	42	81	13	25
EAL	1	1	100	0	0
KS1 High	19	19	100	12	63
KS1 Middle	33	24	73	0	0
KS1 Low	4	0	0	0	0

Groups	Number of	Key Stage 2 Maths Attainment
--------	-----------	------------------------------

	pupils	Expected +		Greater Depth	
		No.	2017	No.	2017
All	61	44	72	18	30
Male	32	21	66	9	28
Female	29	23	79	9	31
Pupil Premium	15	9	60	4	27
Pupil Premium not send	10	7	70	3	30
Not PP	46	35	76	14	30
SEND	9	4	44	2	22
No SEND	52	40	77	16	31
EAL	1	1	100	0	0
KS1 High	19	19	100	14	74
KS1 Middle	33	22	67	3	9
KS1 Low	4	0	0	0	0

2017 Key Stage 2 Attainment DATA

Groups	Number of pupils	Key Stage 2 Reading Attainment					
		Expected +			Greater Depth		
		2017 national	No.	2017	2017 national	No.	2017
All	62(59)	71	42	68(71)		22	35(37)
Male	33(30)		18	55(60)		8	24(27)
Female	29		24	83		14	48
Pupil Premium	10(8)		6	60(75)		4	40(50)
Pupil Premium not send	7		6	86		4	57
Not PP	52(51)		36	69(71)		18	35(35)
SEND	9(6)		2	22(33)		0	0
No SEND	53		40	75		22	42
EAL	1		1	100		0	0
KS1 High	23		23	100		16	70
KS1 Middle	31		19	61		6	19
KS1 Low	8(5)		0	0		0	0

Groups	Number of pupils	Key Stage 2 Writing Attainment					
		Expected +			Greater Depth		
		2017 national	No.	2017	2017 national 2016	No.	2017
All	62(59)	76	53	85(90)		21	34(36)
Male	33(30)		25	76(83)		6	18(20)
Female	29		28	97		15	52
Pupil Premium	10(8)		8(7)	80(88)		3	30(38)
Pupil Premium not send	7		7	100		3	43
Not PP	52(51)		45	87(88)		18	35(35)
SEND	9(6)		5(4)	56(67)		0	0
No SEND	53		48	91		21	40
EAL	1		1	100		1	100
KS1 High	23		23	100		19	83

KS1 Middle	31		29	94		2	6
KS1 Low	8(5)		1(0)	13(0)		0	0

	Number of pupils	Key Stage 2 Maths Attainment					
		Expected +			Greater Depth		
		2017 national	No.	2017	2017 national	No.	2017
All	62(59)	75	49	79(83)		19	31(32)
Male	33(30)		23	70(77)		10	30(33)
Female	29		26	90		9	31
Pupil Premium	10(8)		6	60(75)		3	30(38)
Pupil Premium not send	7		6	86		3	43
Not PP	52(51)		43	83(84)		16	31(31)
SEND	9(6)		4	44(67)		0	0
No SEND	53		45	85		19	36
EAL	1		1	100		1	100
KS1 High	23		23	100		13	57
KS1 Middle	31		24	77		6	19
KS1 Low	8(5)		2	25(40)		0	0

(*) indicate scores without Joshua Lize and Callum Swan and Evan Cleaver who have EHC Plans.

	Number of pupils	Key Stage 2 GPS Attainment					
		Expected +			Greater Depth		
		2017 national	No.	2017	2017 national	No.	2017
All	62(59)	77	52	84(88)		26	42(44)
Male	33(30)		24	73(80)		9	27(30)
Female	29		28	97		17	59
Pupil Premium	10(8)		6	60(75)		3	30(38)
Pupil Premium not send	7		6	86		3	43
Not PP	52(51)		46	88(90)		23	44(45)
SEND	9(6)		3	33(50)		0	0
No SEND	53		49	92		26	49
EAL	1		1	100		1	100
KS1 High	23		23	100		21	91
KS1 Middle	31		28	90		5	16
KS1 Low	8(5)		1	13(20)		0	0