

Ravensthorpe Primary School



Equality Compliance Document

This document provides information for the employees of Ravensthorpe Primary School to ensure the school provides equal opportunities for all stakeholders

Date: September 2020

Ravensthorpe Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

RAVENSTHORPE PRIMARY SCHOOL

Statement of Equality Compliance

This document provides information for the employees of Ravensthorpe Primary School to ensure the school provides equal opportunities for all stakeholders.

Ravensthorpe Primary School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We 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.

This statement outlines the key elements of how we ensure we meet our Equality Duty as established in the 2010 Single Equality Act.

HOW RAVENSTHORPE SCHOOL STRIVES FOR EQUALITY COMPLIANCE

Aims and Values

Ravensthorpe Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community. At Ravensthorpe Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take our contribution towards community cohesion seriously.

As a school:

- We believe that each member of the school community is entitled to respect and care
- We endeavour to ensure that all pupils 'succeed and soar' in all that they do
- We value good relationships between the different members of the school community

We aim to:

- Provide a secure environment in which all our children can flourish.
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.
- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve members of the whole school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and impact assessments with the school community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.
- Work with colleagues within the Peterborough Keys Academies Trust to share best practice and ideas.

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, we at Ravensthorpe Primary School are considering all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality and diversity action plan covering a four year period (see appendix 1).

Policy planning and development

- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of: gender, EAL, MENA, ability, additional needs, children in care, children who are entitled to Free School Meals/ Pupil Premium.

In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity.

The data collected is used to inform further school planning, target-setting and decision-making.

Leadership, Management and Governance

Ravensthorpe Primary School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution.
- Working in partnership with families, PKAT, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that the **Equality Act** our **Equality Compliance Statement** is met.

The information in this report will be updated annually and objectives will be reviewed and new ones set within four years.

Objective	Actions	Who is involved?	Monitored by	Timescales
To ensure that Equality Statement remains a central part of our school vision	<p>A series of assemblies and outside visitors to tackle different aspects of equality across the school.</p> <p>Working with parents and ensuring website is updated with key data and equality updates.</p>	Head/ SLT	LGB	<p>Ongoing each term</p> <p>(Assemblies to be virtual)</p>
To narrow the gap between disadvantaged and non-disadvantaged pupils	<p>Leaders to track attainment of disadvantaged groups.</p> <p>Curriculum planning to reflect interests of all learners.</p> <p>Pupil discussions with groups of disadvantaged and non-disadvantaged to identify interests and barriers to progress.</p> <p>Develop self esteem , confidence and resilience of disadvantaged learners through the planning of open ended and challenging activities.</p>	All staff	SLT	<p>Team Around the Cohort meetings each term.</p> <p>Pupil Premium Report completed each September and placed on website.</p> <p>Use of Catch Up premium due to Covid 19</p> <p>£80 per pupil from September 2020</p>
Improve attainment and school experience of children with SEND Over 4 years: Raise attainment of pupils with SEND and narrow the SEND/non SEND gap.	<p>Systems and processes reviewed and implemented for all children with SEND.</p> <p>Reading Intervention - Maths Intervention - Precision Teaching - Talk Boost/ Vocab work - Focussed support within lessons. - Use of practical maths apparatus throughout KS2- PA maths - Targeted Spelling teaching in KS2 to address gaps in pupils' knowledge. Sensory support/ mental health support</p> <p>Parent engagement and Inclusion forums arranged.</p>	Acting SENDCo+ teachers	SLT	<p>Termly progress reports</p> <p>Termly provision map evaluation and impact report</p> <p>SEND IEPs revamped and shared with parents every term from September 2020.</p>
To ensure that Relationships and Sex Education policy is embedded over next 4 years and is compliant with the Equality Act	<p>Consultations across PKAT and with parents.</p> <p>Use of Cams PSHE scheme to support staff</p> <p>Monitoring of SRE lessons and impact evaluated.</p>	<p>All staff</p> <p>PSHE Leader</p> <p>SLT</p>	<p>SLT</p> <p>PKAT Exec</p> <p>LGB</p>	<p>Statutory from September 2021 due to Covid -19 postponement.</p> <p>Aim to be teaching from scheme from April 2021.</p>