



Working and learning together for success

Sarisbury Church of England Junior School

Equality & Diversity Policy **Including Equality Statement and Objectives**

April 2020

Pupils treat each other with a high level of respect. They show an understanding and acceptance of people's differences. They treat each other equally and fairly.

Pupils play together very well. School breaktimes provide many interesting activities that most pupils actively engage in. Adults' supervision is appropriate and there is seldom any need for intervention as pupils thoroughly enjoy the time that they have to play together.

Pupil leaders take their responsibilities extremely seriously. The Year 6 'peace team' are a high-profile team of pupil leaders that help and support pupils with any concerns across school. They are well known and the go-to helpers for all pupils. Pupils across the school highly value and respect the roles and responsibility that these pupil leaders have. Pupils have a strong trust in the 'peace team'. They feel that they can approach them, as well as other trusted adults, if they need any assistance.

Pupils say that bullying is very rare. Pupils say that if there are any issues they are resolved quickly. The school's restorative approach to solving problems is clearly understood by pupils. The school is a calm, happy community.

The behaviour of pupils is outstanding. Pupils' behaviour around school is impeccable. Pupils are polite and respectful to each other, adults and visitors. Inspectors were graciously welcomed by many children during the inspection.

Date of Policy:	April 2020
Date of Next Review:	April 2023
Review Cycle:	Three years

EQUALITY AND DIVERSITY POLICY **(Including Equality Statement and Objectives)**

Equality Statement

At Sarisbury CE Junior 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, sexual orientation, disability, faith or religion, socio-economic background or any other of the protected characteristics (Single Equalities Act 2010). 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 Sarisbury CE Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Information about our school:

Sarisbury CE Junior School is a larger than average junior school with 374 pupils on roll. The percentage of pupils with English as additional language or from ethnic minority group is well below the national average. The percentage of pupils identified as having special educational needs is also below national averages, although the percentage of pupils with an education health care plan (EHCP) is above the county and national average. The percentage of pupils eligible for Free School Meals is below average.

Overall (updated January 2020)

	Number on Roll	Male	Female	Ethnic minority	Special Educational Needs	Disability	Children Withdrawn from Collective Worship
Year 3	97	45	52		12	2 (PD)	1
Year 4	93	48	45		10		2
Year 5	92	52	42		8		1
Year 6	92	43	47		8	1 (VI)	0
Total	374	188	186		38	3	4

Ethnicity (January 2020)

	White & Asian	Chinese	White & Black Caribbean	White & Black African	Indian	Any other ethnic	Any other white	Any other mixed	White British
Year 3	1			3	1	1	3	1	87
Year 4		1	1	1	1		2	1	86
Year 5	2		1	1	1	1	2	3	81
Year 6	2			2		2	4		82
Total	5	1	2	7	3	4	11	5	336

Equality Related Performance:

Based on 2019 Key Stage 2 SATs tests:

Ethnic Minorities –the number of children from a non-white British background across the school is small (10%) and therefore such groups are often made up of only 1 child. With this in mind, results can fluctuate quite significantly from year to year based on the performance of an individual child. At Sarisbury, children from an ethnic minority group outperformed national averages for attainment in 2019 in all groups. Data for ethnic minority groups for 2019 were as follows:

Ethnic groups 2019	National scaled score 100+	Close to 98+	National high score 110+
Reading	80%	0%	(60%)
Writing	80%	20%	(20%)
EPG&S	80%	0%	(60%)
Maths	100%	0%	(60%)
Combined	80%	0%	(40%)

Ethnic groups 2020 (current Y6)	Assessment to ARE (100+)	Close to 98+	Assessment to high score 110+
Reading	66%	11%	(22%)
Writing	66%	11%	(11%)
EPG&S	66%	11%	(22%)
Maths	78%	0%	(22%)
Combined	56%	11%	(11%)

If pupil conferencing and intervention strategies were successful, then this year's cohort of ethnic minority groups would attain above the national average for combined ARE. The school improvement plan identifies the strategies needed to ensure this group attain 78% combined ARE.

Gender – In 2019, in terms of attainment both males and females attained above the national average in reading, writing and maths – this also included the combined measure. In most subjects, boys and girls also attained above the national average with the higher scaled score. Girls below the national average attainment in the high score for writing, EPG&S and maths.

Gender groups 2019	National scaled score 100+	Close to 98+	National high score 110+ (GDS writing)
Reading	76%	79%	44%
Male	73%	76%	41%
female	80%	84%	47%
Writing	85%		18%
Male	80%		14%
Female	89%		16%
EPG&S	82%	88%	44%
Male	75%	84%	45%
Female	89%	92%	43%
Maths	83%	85%	33%
Male	84%	84%	36%
Female	83%	87%	30%
Combined (RWM)	72%	74%	14%
Male	70%	72%	16%
Female	74%	77%	12%

The gender profile for the current Year 6 Cohort, shows that there is a:
 17% gap in reading
 17% gap in writing
 4% gap in maths

2019 / 2020 school improvement priorities:

Taken from our Strategic Improvement Plan:

- 1. To ensure greater consistency in the management of behaviour, relationships and learning behaviours across the school to ensure the highest levels of engagement in classrooms**
- 2. To embed the practice that meets the accreditation criteria to become a gold level Rights Respecting School**

Success Criteria:

- The children's learning behaviours, class room disciplines secure high levels of engagement and further raise attainment and progress in combined ARE (77% in 2020, 80% in 2021, 82% 2022, 85% 2023)
- The school secures Gold Level Accreditation in the Rights Respecting Schools Programme – Spring 2021
- RRS underpins the school's provision for Personal, Social & Health Education
- Display work around the school and in classrooms reflects the breadth of our cultural learning

Strategies:

- Ensure the school's behaviour policy and classroom behaviour management strategies are built on the principles of rights respecting schools and restorative practices (RP & AY) – September policy review 2019 and regular staff meeting discussion
- Revisit the criteria that underpin these principles with teachers and support staff – re-visit the key themes at the start of the new academic year (whole staff training Sept 2019)
- Introduce more regular review with children about 'time out' visits using Team Captains and Peace Team members – KAC to ensure children trained appropriately in peer mentoring
- Induction of new staff to include mentoring and classroom visits focused on climate for learning and environment
- Introduce opportunities for staff to undertake timetabled learning walks to share best practice – link to CPD & Monitoring Plan 2019 to 2020
- Introduce a sharper focus on 'The Sarisbury Learner' in assemblies (Aut 2019) and as a regular aspect of classroom learning – revisit and review the key teaching & learning messages behind the criteria
- Ensure that RP & RRS principles used in reflection tasks as part of 'time out' are applied consistently by the SLT – regular review with YGLs to evaluate the impact of RP approach (half termly)
- PDL leader to implement strategies outlined in the RRS criteria at 'gold level' to further develop relationship learning and ensure greater levels of cooperation, tolerance and resilience in a peer relationship context
- Embed RP & RRS skills and qualities into the programme for whole school / year group assemblies and personal development learning curriculum planning
- Continue the work with lunchtime staff to embed learning behaviours as a key element of lunchtime relationships – include the principles of RRE and RJ as behaviour management strategies
- In further developing resilience, explore the principles of growth mindset – lead staff development and peer coaching for disadvantaged pupils
- Begin 'teach peace' training with our new SJS peace team (Kelly-Ann Crow & John Swindell)
- Action plan and day to day learning opportunities secure RRS gold level accreditation – Autumn 2020 / Spring 2021

- 3. Through a sharper focus on the teaching of reading, including vocabulary acquisition and comprehension, reverse the current trend in reading so that attainment at the end of Key Stage 2 reaches 88% by 2022**

Success Criteria:

85% to 88% ARE+ by 2020

86% to 89% ARE+ by 2021

88% to 91% ARE+ by 2022

- 4. Through a sharper focus on cross year planning and moderation, further improve the attainment and progress in writing outcomes across the Lower School and attainment at greater depth across the school**

Success Criteria

80% to 85% ARE+ by 2020

83% to 88% ARE+ by 2021

85% to 90% ARE+ by 2022

23% to 28% GD by 2020

25% to 30% GD by 2021

28% to 32% GD by 2022

Strategies:

- Shape the quality assurance work of the School Improvement Team in English with a focus on vocabulary and comprehension
- English leader to work with HIAS to refine the school's English Action Plan and staff training for 2019 to 2022 (district core key themes)
- Further develop the organisation of guided reading and reading as a substantial element of literacy teaching – ensure a balance of whole class texts and carousel activities
- Further develop the school's approach to the assessment of reading
- Plan further opportunities for the teaching of written comprehension activities across the school – plan links across subjects that introduce a greater variety of texts
- Introduce and further develop strategies to provide children with access to a wider range of vocabulary
- Ensure greater consistency in handwriting and general presentation in English
- All teachers to identify the children at 'close to' who will, with additional QFT, attain ARE by the end of the year in reading and writing
- All teachers to identify the children who are currently secure+ at ARE and who will, with additional QFT, attain GD by the end of the year in writing
- Further develop the focus on priority 1 and priority 2 conferencing including the involvement of parents in learning goals and outcomes
- Introduce more regular and frequent 'book looks' with pupils accessing priority 1 and priority 2 conferencing
- Identify the children in Year 6 (Sept 2019) that form the priority 1 target group for ARE in reading and writing
- Identify the children in Year 6 (Sept 2019) that form the priority 1 target group for ARE+ (higher score) in reading and greater depth in writing
- English leader to ensure that high impact plans (HITs) detail appropriate interventions, success criteria and timescales for children identified as priority 1 / priority 2
- English leader to track progress through additional work sampling, classroom visits and pupil conferencing; particularly if fallen behind ARE

- 5. Through a sharper focus on the teaching of multi-layered problem solving, including fluency and the application of number knowledge, address the current 'yo-yo' trend in maths outcomes so that attainment at the end of Key Stage 2 reaches 88% by 2022**

Success Criteria:

80% to 85% ARE+ by 2020

82% to 87% ARE+ by 2021

85% to 90% ARE+ by 2022

25% to 30% GD by 2020

28% to 33% GD by 2021

30% to 35% GD by 2022

6. Through a sharper focus on arithmetic teaching, continue to build number fluency and confidence across the school

Strategies:

- Shape the quality assurance work of the revised school improvement team in Maths with a focus on multi-representations and multi-layered problem solving
- Maths leader to work with HIAS to refine the school's Maths Action Plan and staff training for 2019 to 2022 (district core key themes)
- In-service day training with Gareth Metcalf (I-See Maths) with Whiteley Primary School to further develop teachers planning in rich problem solving (October 2019)
- Plan further opportunities for the teaching of rich problem solving activities across the school – ensure a greater focus on multi-representations and cross concept themes
- Further develop reasoning and the use of mastery maths learning in task design – staff development to focus on subject knowledge, multi-representations and the application of fluency and rich reasoning tasks
- Ensure greater curriculum continuity in the use of maths images, including the bar model, to support pupils' understanding, explanation and reasoning
- To improve the quality of teaching in mental maths strategies as a regular and frequent part of maths lessons
- All teachers to identify the children at 'close to' who will, with additional QFT, attain ARE by the end of the year in maths
- All teachers to identify the children who are currently secure+ at ARE and who will, with additional QFT, attain GD by the end of the year in maths
- Further develop the focus on priority 1 and priority 2 conferencing including the involvement of parents in learning goals and outcomes
- Introduce more regular and frequent 'book looks' with pupils accessing priority 1 and priority 2 conferencing
- Identify the children in Year 6 (Sept 2019) that form the priority 1 target group for ARE in maths
- Identify the children in Year 6 (Sept 2019) that form the priority 1 target group for ARE+ (higher score) in maths
- Maths leader to ensure that high impact plans (HITs) detail appropriate interventions, success criteria and timescales for children identified as priority 1 / priority 2
- Maths leader to track progress through additional work sampling, classroom visits and pupil conferencing; particularly if fallen behind ARE

7. Through sharply focussed conferencing activities (priority 1 and priority 2 interventions) improve the school's combined attainment at ARE:

75% to 80% (2020)

77% to 82% (2021)

80% to 85% (2022)

Policy into Practice - what the school will do to promote equality and diversity

The Equality Act 2010 has replaced and unified all existing equality legislation such as: The Race Relations Act, The Disability Discrimination Act and The Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful and it extends the protection from discrimination in certain areas. The Act covers race equality, disability, gender equality and sexual orientation.

The school has a highly effective relationships education programme and uses restorative practice as a basis for its behaviour management.

The school has embedded the Rights Respecting Schools Programme and currently holds the silver standard; we are due for our gold assessment in Autumn 20 / Spring 21.

The school operates equality of opportunity in its day to day practice in the following ways:

- Ensure issues surrounding equality are actively addressed and taught through the school curriculum. Whilst this happens across the school curriculum, Personal, Social and Health Education (PSHE) lessons play a vital role in this (see PSHE curriculum map).
- Use pupil data to improve the ways in which we provide support to individuals and groups of pupils
- Monitor achievement data by ethnicity, gender and disability and take action to address any issues relating to under-performance
- Use data to look for patterns and trends relating to groups and plan interventions to tackle any issues
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Cultivate attitudes and values that will challenge racist and other discriminatory behaviour or prejudice
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education, including our most vulnerable
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Monitor the participation in school events and extra-curricular activities to ensure all children have equal access.
- The school has a detailed anti-bullying policy and related procedures (see separate anti-bullying policy). All incidents of bullying are recorded and the school closely monitors whether any vulnerable groups are disproportionately represented in this data. If this is the case, action is taken to tackle this.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. We work within the Hampshire admissions policy.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. This will include monitoring:

- recruitment and retention of new staff.
- any incidents of bullying and harassment of staff.
- Continued professional development opportunities for all staff

Roles and Responsibilities

The role of Governors

- The governing body has set out its commitment to equality and diversity in this policy and statement. It will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The curriculum committee monitors the progress and achievement of potentially vulnerable groups when analysing school data. Where performance raises a concern, governors will use this information to support and challenge the school.
- The governing body seeks to ensure that people are not discriminated against on grounds of race, gender or disability when applying for jobs at our school.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities i.e. writing a three year access plan, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.
- The governors will monitor the number of prejudiced-based incidents and the action the school has taken to address these.

The role of the Headteacher

- It is the Headteacher's role to act as a role model for equality and embody this policy at all times.
- It is the Headteacher's role to oversee the implementation of this policy and to address the key objectives set at the beginning of the document.
- It is the Headteacher's role to ensure that all staff are aware of the policy and objectives, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- The Headteacher provides information to governors so that they can monitor the progress of groups of pupils, progress towards the objectives and additional information i.e. relating to performance management and training.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher (using the school's agreed reporting form).
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. Our recent Ofsted (July 2019) inspection highlights the school's effective strategies and success in this respect.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on an annual basis. The school has a detailed anti-bullying policy and related procedures (see separate anti-bullying policy). All incidents of bullying are recorded and the school closely monitors whether any vulnerable groups are disproportionately represented in this data. If this is the case, action is taken to tackle this.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status can take many forms including verbal or physical abuse, name calling, exclusion from groups and games or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: *'any incident which is perceived to be racist by the victim or any other person'*.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

Any incidents like this are to be reported using the school's reporting template (in the staffroom) and passed to the Headteacher.

1. Review of progress and impact

The policy and objectives have been agreed by our Governing Body. The published information relating to equalities on page 2 will be updated annually and the objectives will be updated at least once every four years (in line with Ofsted guidance).¹

We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality objectives annually and review the entire policy on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

2. Publishing the plan

In order to meet the statutory requirements we will publish this policy and the objectives on the school website. Hard copies are also available via the school office.

The School's Response to the Equality Act of 2011

Our school welcomes the provisions of the Equality Act, and believes the new legislation provides an opportunity to review and enhance existing policy and practice. A working group has helped the governing body to carry out the review, and to inform our equality statement and plan the school has, over the last two terms:

- surveyed parents to establish how welcome and included they feel at the school
- sought further opportunities to extend the school's reach into the community by inviting in neighbours, grandparents and others for more special events, providing positive role models of – for example – old age for the children
- included a high priority on relationship learning in the school improvement plan for 2019 – 2021 and the subsequent introduction of the new relationships education programme (September 2020)
- enhanced the monitoring information brought to governors in the termly Headteacher's report to reflect the groups protected by the Equality Act
- established link governors to verify staff monitoring of the progress of more vulnerable children

Because the school has fewer than 150 members of staff it is not required to publish information relating to them, but the wellbeing of staff, volunteers and others in the extended school community is being considered in developing the action plan.

The school follows the Hampshire County Council Manual of Personnel Practice and has locally adopted Performance Management and Pay Policies to ensure fairness and consistency of approach.