

The Priory Primary Academy Trust



Public Sector Equality Duties Statement and Objectives

The Public Sector Equality Duty 2011 has 3 main aims:

1. To eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.
2. To advance equality of opportunity between people who share a protected characteristic and those who do not.
3. To foster good relations between people who share a protected characteristic and those who do not.

This policy outlines the commitment of The Priory School to ensuring that equality of opportunity is available to all members of its community. At The Priory, we value the uniqueness of the individual; we do not simply treat everybody the same but instead, understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in school. We celebrate and value the equal opportunity achievements and strengths of all members of the school community, whether they are of children, staff, governors, parents/carers, students, volunteers or visitors.

At The Priory, we believe that equality should permeate all aspects of school life and that it is everyone's shared responsibility. All children and adults here should feel safe, secure, valued and of equal worth and we aim to provide an environment which is free from unlawful discrimination, harassment or victimisation of any kind.

At our school, equality is a key principle for treating all people the same. The Equality Act defines eight 'Protected Characteristics':

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion and belief

7. Gender

8. Sexual orientation

The Equality Act makes it illegal to discriminate against a person with a disability for a reason related to their disability. It is also illegal to have rules, policies or practices which apply to everyone but which may disadvantage people with disabilities. If necessary, we will make reasonable adjustments to allow children with disabilities to participate fully in school life. These requirements are derived from the Disability Discrimination Act-

Less favourable treatment- children with disabilities are entitled not to be treated less favourably than non-disabled children for a reason relating to their disability, without reasonable justification.

Reasonable adjustments- children with disabilities are entitled to have reasonable adjustments made with respect to admission arrangements or in provision of education and associated services, to prevent them being placed at a substantial disadvantage, unless the refusal to make those adjustments can be justified.

Current Profile of the School

At present we have boys and girls on roll – 169 children altogether. The majority of our pupils and staff are White British. The composition of the staff and governing body is mixed in age and gender and we are not aware of any staff or governors who have a disability. We have 6 children with a statement of special educational needs/educational health care plan.

It is possible to accommodate wheelchairs on site and adjustments have been made in recent years, for example the construction of a ramp to the playing field and the addition of a child's and an adult's accessible toilet.

This policy reflects guidance from the following legislation:

- Public Sector Equality Duty 2011
- The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act
- The Disability Discrimination Act (2005)
- The Race Relations Act (2000)
- The Human Rights Act (2000)
- The Children's Act (2004)
- The European Directives
- The Employment Equality (Sexual Orientation) Regulations (2003) and the Employment Equality (Religion or Belief) Regulations (2003)

This policy also reflects the values, vision and ethos of the entire Priory community.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. The attainment of all pupils is closely monitored and the attainment of pupils from different groups is analysed. Where necessary, any underachievement from particular groups is highlighted in the school's self evaluation summary and in the school development plan and specific interventions are put in place to secure the best outcomes for all.

The governing body receives regular updates on pupil performance information. At Key Stage One in 2015, there were no children in the following groups: Free School Meals, Looked After, Disadvantaged, English as an Additional Language. 2 children had SEN support and their Average Point Scores (Average Point Score) across all National Curriculum subjects was 1.2 points below the national average.

Average Point Scores for boys and girls across all NC subjects was higher than the national average.

At the end of Key Stage Two in 2015, when analysing the attainment of specific groups of children, Pupil Premium and Free School Meal data does not apply to the school. However, data for English as an Additional Language (EAL) shows that the APS for reading is 3.7 points less than the Non-EAL pupil average and 1.1 points less than the national EAL average. The school gap has widened by 2.1 points from 2 years ago. APS for Writing for EAL children is 0.3 points less than the Non-EAL pupil average and 0.6 points less than the national EAL average. The school gap has closed by 2.6 points from last year. In Mathematics, the APS is 1.3 points greater than the Non-EAL pupil average and 4.1 points greater than the national EAL average. The school gap has improved by 4.3 points from 2 years ago. It is worth noting that only 1 child was classed as not having English as the first language.

82% of boys achieved Level 4 across subjects,; this figure is slightly up on the previous year and is 3% above the national .

92% of girls achieved Level 4 across subjects; this is higher than both the local and national figures and puts the school in the top 30% of schools in Hampshire and the top 30% of other schools nationally.

88% of children achieved or surpass Level 4B across subjects at the end of Key Stage 2, putting the school in the top 20% in Hampshire and the top 20% of other primary schools nationally.

Promoting Equality through the Curriculum

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;

- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Learning Environment

At The Priory we have a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. We encourage all pupils to improve on their own achievements and not to measure themselves against others. We also encourage parents to regard their children's achievements in this light. In order to obtain the desired outcomes we recognise that:

- Teacher enthusiasm is a major contributory factor to achieving a high level of motivation and good results from all pupils;
- Adults in the school will aim to provide positive role models in their approach to all issues relating to equality of opportunity;
- It is important to meet the needs of all children, if necessary through individual programmes of work
- The school must provide an environment in which all pupils have equal access to all facilities and resources;
- All pupils are to be encouraged to be actively involved in their own learning;
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Curriculum

We aim to ensure that:

- Our planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- All pupils have opportunities to explore concepts and issues relating to identity and equality
- All pupils have access to the curriculum and their learning styles are considered.
- All pupils have access to rewards which recognise attainment and achievement and promote progression

Ethos and Atmosphere

We are proud of all our children and encourage them to achieve their best academically in a safe and caring environment and we are proud that when we were inspected by Ofsted in 2010, we were judged outstanding in the category of safeguarding.

All children learn to have respect for themselves, other people and the world around them. We foster a positive attitude to life and work and we value politeness and good manners. Our aim is that all children will leave the school as happy, confident, articulate and numerate individuals who are well equipped for life in the 21st century.

An important feature of the school is that although we respect the three different Key Stages – Foundation Stage (Reception class), Key Stage One (Years 1 and 2) and Key Stage Two (Years 3 to 6),

we also believe it is important for the school to be together as a whole. We always have many assemblies together, the vast majority of children eat together, they play together at lunchtime and we include as many classes as possible in enrichment activities.

Every Christmas, we take the whole school to a theatre production and the entire school also has enjoyed a return visit from a string quartet. Such activities might not usually be considered appropriate for all year groups but we are always pleasantly surprised at how much pleasure and educational benefit even our youngest children derive from such experiences. Such experiences also develop their level of concentration and self-control as they require the children to remain focussed for considerable amounts of time.

We believe that all the children should take pride in their school. Although not compulsory, all children wear a traditional uniform with a tie and many items bear our school crest of the Priory church. We encourage the children to remain smart throughout the school day, giving gentle reminders that shirts should be tucked in and ties and top buttons fastened up. Our distinctive blazer and tie makes the children instantly recognisable both in the school grounds, when visiting other schools and when out with staff or parents in the local community. The blazer is worn by the majority of children and it acts as a constant symbolic reminder of the values of the school.

We believe that the school thrives on mutual respect between staff, pupils and parents.

Although people have many different roles within the school and there is a management structure, we believe in collaborative leadership and teamwork, rather than hierarchies. If there is a job that needs to be done, we do it whether it is moving furniture, basic DIY or teaching!

We have clear guidelines for children's behaviour and these are fairly and consistently applied. We will always speak courteously to children and we reserve raised voices for emergencies only. We listen to what children have to say and take their opinions seriously. There is an emphasis on politeness and good manners; children's eagerness to hold doors open for their peers as well as for adults was noted by Ofsted!

A usual feature of the school day is the relaxed banter between staff and children. Children are clear where the boundaries are and know not to overstep them and as a result, the atmosphere that pervades the school, whilst purposeful, is also relaxed.

We work hard to maintain our reputation as an outstanding local primary school and we believe that excellent relationships form the foundation of a successful school.

Resources and Materials

When ordering new resources and materials we consider how they show equality and how they will most appropriately meet the needs of our children.

These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society;
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues

- Be equally accessible to all members of school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

How we communicate with each other is fundamental to the success of our school. We encourage the children always to speak to one another in a way in which they would like to be spoken to. This is modelled by staff throughout the school day, although times such as Assembly provide an ideal opportunity for staff to reiterate particular messages and demonstrate positive behaviour and approaches. Children are quick to realize what is and is not acceptable and our prefect and buddy systems are fundamental to the formation of good habits and practices. It is impossible to monitor all aspects of language but we do our best to encourage the use of appropriate language which: does not transmit or confirm stereotypes; does not offend; creates and enhances positive images of particular groups identified at the beginning of this document; creates the conditions for all people to develop their self esteem; uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

Extra-Curricular Provision

We encourage equal access to all activities, with extra-curricular provision being open to boys and girls and to children with additional needs. Teams of children representing the school in sports tournaments are often mixed. External club providers promote their activities to all children. They are DBS checked and appropriate records are maintained by the school office.

Provision for Bilingual Pupils

Currently, we have no children with English as an additional language but we would make appropriate provision when necessary.

Pupils requiring Makaton

The use of Makaton in the Early Years supports children with little or no expressive language. It is incorporated into general class usage as well as into specific teaching programmes.

Personal Development and Pastoral Guidance

We believe that in their time at The Priory, children should develop skills for life. Children should be highly articulate, literate and numerate and should be competent in their use of technology. As well as gaining purely academic skills, we encourage the practical application of these skills for the benefit of the individual or for the class.

Children should be able to work well as an individual or part of a group and they should be able to lead as well as follow. They should have an awareness of their strengths and shortcomings and be able to empathise with the needs of others. It is important that they understand not only the context of the school but also appreciate how they may contribute to society and to the world beyond school. From an early age, they develop tolerance and respect for one another; the uniqueness of the individual is celebrated and valued.

We hope that the children will acquire include decision making; communicating; building self-esteem; developing relationships; dealing with conflict; problem solving; self awareness and assessment; pressure resistance and critical thinking.

Our overall aim is to develop the children's personal, social and citizenship skills; to empower them so they have control over what they choose to do; to increase their knowledge; to promote their self-esteem and self-confidence; to help them value themselves as worthy citizens contributing positively to their community; to raise awareness of their own feelings, attitudes and abilities and to prevent harm to themselves and others.

Staffing and Staff Development

Staff at The Priory are fully committed to the school's aims and ethos. They act as positive role models for the children, in all aspects of school life. Staff are mixed in age, gender and race and they are given equal access to training opportunities and career development. Everyone is valued as part of the team and achievements are celebrated. Without an excellent staff team, we would not have the school we have today. A Code of Conduct acts as a formal written statement of appropriate and expected professional behaviour.

Staff Recruitment and Professional Development

The school has an external personnel provider who provides advice and guidance when necessary about legislation. Staff vacancies are advertised openly and at least one person with "Safer Recruitment" training is part of the short listing and interview panel. All applications are completed on the school's standard application forms – curriculum vitae (on their own) are not acceptable.

Harassment and Bullying

The Priory is a happy place to work and learn. Any incidents of harassment and bullying, whether physical or verbal (including cyber-bullying) will be taken extremely seriously and will be dealt with appropriately.

Partnerships with Parents/Carers and the Wider Community

We believe that strong relationships underpin a successful and happy school. These are some of the ways in which we make our relationships work:

- **Prospective Parents** - Prospective parents are shown around the school by the Head Teacher. All visits are conducted on an individual basis, allowing parents ample opportunity to see the school in action, ask questions and form their judgement about the school. Visits usually last about an hour.
- **New Reception Parents** - An introductory parents' meeting run by staff and a coffee morning run by the Parents' Association help to make the parents of our new starters feel welcome. A pack of information is provided and individual appointments with the Reception class team in the first week of September are offered. There are lots of opportunities for new Year R parents to see how their children are getting on, (short assemblies, singing performances etc) and the Reception staff are always available for a quick chat at the beginning or end of the day.
- **Keeping Everyone in the Loop** - We communicate in a variety of ways. Text messages give useful reminders; notes to individual parents may be sent via the reading diary; letters are sent home in book bags or posted on the website.. At the beginning of every day, the Head is on rear playground duty, whilst other members of staff on a rota are on early morning playground duty at the front of the school; all the teaching staff make themselves available to parents as they dismiss the children at the end of the day. A "Welcome Evening" is held every September to introduce new initiatives for the year ahead; parents' evenings are held twice a year and there is an annual written report for each child at the end of the Summer term.
- **Listening and Responding** - We enjoy receiving feedback regarding our work in school. We share and celebrate positive comments and we consider seriously any suggestions for improvement. From time to time, we seek parents' views through more formal consultations and every January, an annual questionnaire is sent to parents and, once the results have been collated, the school attempts to respond to any issues raised. Responses on the questionnaires are overwhelmingly positive.
- **The Staff Team** – We have nearly 40 adults on The Priory's payroll. Opinions are sought on a regular basis and there are several occasions when the whole staff meets for meeting, trainings or social events. Staff are mutually supportive, sharing skills, expertise and advice.
- **The Governing Body** – The Governors are committed to supporting the school. They take a full part in the everyday life of the school. Some of them work at the school, whilst others volunteer their services on school trips or helping out in the classroom..
- **Parents' Association** – The Parents' Association play a key role in the life of the school. It has a social function for adults whilst at the same time raising much valued funds for the children.

- Community Involvement – We are part of the Tadley cluster of schools and take part in many combined projects such as a shared circus experience and a “mini – Olympics”. Representatives from the local churches lead assemblies and representatives from the school attend parish council meetings.
- Teacher Training and Work Experience – We have a long established tradition of working in partnership with the University of Winchester, offering a number of teacher training placements each year. Occasionally, teaching students come from further field and we have, in the past, benefitted from a visiting German student. We also work with local secondary schools, offering work experience to children and young people.
- Transition from Nursery Schools and Transition to Secondary Schools – We liaise with pre-schools, talking to providers and often observing the children in the nursery setting. Many children at the top end of the school attend taster days at potential secondary school destinations and once places have been allocated, they spend more time at the school and often receive a visit at The Priory from their new Year Seven Head.

Experiencing the School at Work and Play

We believe that parents and grandparents should be involved at every step of their child’s education. Although the school buildings do not allow us to invite large numbers of visitors at the same time, we are creative in offering a wide range of opportunities for parents to join us for both every day and special occasions.

- Sharing Skills in the Classroom - hearing readers, helping with craft activities, speaking about a life experience or career
- The Morning Fruit Rota – helping to wash, prepare and distribute fruit or vegetables for the infant classes
- Farmers’ Market Produce and Cake Sales – providing produce and buying items at a market once a term, to boost school funds
- Bring a Guest Lunch – once a term a child from every class is chosen, for their good manners and behaviour, by the lunch time staff to invite a relative to join us for a roast lunch
- Invite a Parent – one parent from each class is invited to experience the enrichment events provided for the children, funded by the Parents’ Association
- School Trips – parent helpers with DBS clearance are sometimes invited to join us on outings
- Children’s Assemblies – parents are invited to join us for class assemblies
- Street Parties - we never miss an excuse to have a celebration!
- Nativities, Musical Productions, Plays and Talent Shows – we invite grandparents and younger siblings to dress rehearsals and parents to the actual performance

- Sports' Events - there are numerous matches at home and away and parents' support is always welcome. At the annual sports' day, there is a big family picnic as well as organised athletics
- Whole Class Tea Parties – our way of saying “thank you” to parents for their support throughout the year is to invite them to a short demonstration of children's work and activities and to serve light refreshments

Responsibility for the Policy

At The Priory, all members of the school community have a responsibility towards supporting the equality agenda. The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented.

Governors are made aware of any racist incidents or incidents which are a breach of this policy.

The Head Teacher is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities;
- Pupils' progress attainment and assessment;
- Behaviour discipline and exclusions

Equality Objective 2015–2016

To improve the quality of writing across all groups of children throughout the school and particularly at the higher levels.

In Writing, 17% achieved or surpassed Level 5; however this is 19% lower than the national average, 19.3% lower than the average for Good schools and 29.6% lower than the average for Outstanding schools. A number of strategies have been put into place to improve standards in writing throughout the school including:

- Sustained focus on whole school writing (e.g. Autumn Term infants – lots of pirate activities including a visit from a “pirate” and a parrot to stimulate interest, vocabulary etc; juniors – lots of activities around letters and jobs -all asked to research parents’ occupation and present to class before writing letters for the Royal Mail Young Letter Writers’ competition
- New rigorous assessment materials bought for Y1-6 (reading, writing and mathematics). The reading and writing materials offer 6 assessments over the year – data is kept on excel spreadsheets showing which domains of learning were secure. There is an automatic calculation to show which children are meeting, not meeting or exceeding age related expectations. It is also possible to extract individual pupil attainment and progress reports
- New revision materials have been purchased for Year 6
- Using the experience of the inclusion in the 2015 writing moderation, an experienced teacher will share her knowledge and expertise in paired writing marking sessions with teacher new to Y6.