



Flockton CE (C) First School

Public Sector Equality Duty Statement

Flockton CE (C) First School is committed to equality both as an employer and an education provider:

- We do our best to ensure that everyone is treated fairly and with respect.
- We actively ensure sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We always ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff and through School Council.
- We actively aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

General Duty

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality or opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We welcome the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which could affect:

- Pupils from certain cultural/ethnic backgrounds, and the Traveller Community.
- Pupils who receive Pupil Premium.
- Pupils who are disabled.
- Pupils who have special educational needs /disability /SEND/LAC/EAL.
- Differences in gender achievement.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.
- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

At Flockton CE (C) First School we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any

other conduct prohibited by the Equality Act 2010. We have a series of policies and procedures in place to support us with this. These include:

- Accessibility Plan
- Behaviour policy and Anti-bullying policy
- Safeguarding policy
- Safer Recruitment policy
- Single Equalities Scheme
- SEND Policy
- RE Policy

Some of these policies are available on the school website. All policies are available from the School Office on request.

The termly Head Teacher's Report to the full governing body includes reports as to the number of bullying or racist incidents that have been reported. There is also an update on the number of exclusions that may have occurred and the number of children registered as having additional learning needs.

All staff are given copies of relevant policies as part of their induction. Policies are reviewed regularly and updated

Equal Opportunities for all

At Flockton CE (C) First School, careful analysis of performance/attainment data is used to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups. We build in strategies to address such issues and these are included in the school development plan. The plan is reviewed annually and action plans developed accordingly.

We monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.



Flockton CE (C) First School Public Sector Equality Duty Objectives 2017/20

Our Public Sector Equality Duty Objectives are:

Objective	Why we have chosen this objective:	To achieve this objective we plan to	Progress we are making towards achieving this objective:
<p>To reduce the number of children classed as persistent absentees year on year to meet a target of 98% attendance by the end of 2020</p>	<p>School-age pupils are classed as persistent absentees if they miss more than 10% of their possible sessions in a school year. Persistent absenteeism has a negative impact on achievement and progress in school and hence, possible future adult achievements.</p>	<ul style="list-style-type: none"> • Use IntegrisG2 to monitor attendance on a monthly basis • Feedback to parents on attendance issues raised through monitoring • Work with the pyramid to develop a strong attendance policy. • Work with parents to highlight the need for good attendance. • Introduce a weekly class attendance award with a half-termly reward. • Work with Attendance and Pupil Support to reduce persistent absenteeism. 	<ul style="list-style-type: none"> • April '17: Meeting with APSO to review attendance • May '17: Class Attendance Award set up. • June '17: Pyramid Attendance Policy reviewed and revised.
<p>To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity</p>	<p>As a small rural school, situated on the edge of a large urban conurbation, we are conscious that our school population does not always reflect that of the community we live in. It is important that our children and families have opportunities to discover more about the rich and varied cultures that make up our community, the diversity of culture in British society and globally.</p>	<ul style="list-style-type: none"> • Make deliberate choices when planning curriculum activities to ensure we are celebrating diversity of culture. • Plan activities, trips and arrange for visitors from a range of cultures to come to our school. • Regularly evaluate the curriculum provision to ensure that we are embracing a range of ethnicities and cultures. 	<ul style="list-style-type: none"> • January '17: Review of MTP to highlight SMSC opportunities. • March '17: British Values Learning Walk organised, involving Ethos and Worship Group, staff, parents and governors. • Spring/Summer '17: Twinning Activity with Purlwell Infants • April '17: School Council attended Fairtrade Conference.
<p>To embed a manageable assessment system that enables teachers accurately to</p>	<p>Changes to the curriculum and the removal of 'levels' have brought about a change in the</p>	<ul style="list-style-type: none"> • Further consolidate use and understanding of age related expectations for all cohorts. Share with parents. Regular opportunities 	<ul style="list-style-type: none"> • Spring/Summer '17: Pyramid writing moderation events for each age group. School based

<p>track all pupils' progress and set ambitious targets for their achievement regardless of gender, background, race or additional needs.</p>	<p>way we assess achievement and progress. Schools have the freedom to develop their own methods for tracking progress over time; both through the year and from EYFS to the end of Y5. It is important that any new approach ensures that all groups (and especially vulnerable groups) can be carefully tracked to ensure that they make expected or better progress in accordance with their starting points.</p>	<p>for planned moderation against AREs in staff meetings (especially for maths and writing)</p> <ul style="list-style-type: none"> • Continue to work with Classroom Monitor (CM) • Plan for CPD support in use and application of CM • Discuss setting up a pyramid network group with other HTs. • Arrange a visit to other schools using CM well 	<p>EYFS and Y2 moderation meetings. Pyramid and LA EYFS moderation. School based book reviews of writing and mathematics against AREs.</p> <ul style="list-style-type: none"> • Spring '17: AHT building experience of using and applying CM.
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