



Equality Plan 2020-2023

The Governing Board are responsible
for reviewing every 3 years.
Reviewed April 2021 due to COVID 19.

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Peartree Spring Primary School – Aims and Values

Whole School Rights Respecting Schools Charter

At Peartree Spring:

- *We all have the right to relax and play, (Article 31).*
- *We all have the right to be safe, (Article 19).*
- *We all have the right to be healthy, (Article 6, 24).*
- *We all have the right to an opinion and be listened to, (Article 12).*
- *We all have the right to meet together and join groups, (Article 15).*
- *We all have the right to receive information, (Article 13).*
- *We all have the right to help, support and special care if we need it, (Article 23).*
- *We all have the right to be the best we can, (Article 29).*
- *We all have the right to use our own language and follow our own religion, (Article 14, 30).*

At Peartree Spring we all have a responsibility to:

- *Help, respect and welcome each other.*
- *Ensure that everyone feels safe.*
- *Behave, be polite and work to the best of our ability.*
- *Share and look after resources and equipment.*
- *Listen to each others opinions and ideas.*
- *Be smart and punctual and prepared for learning.*



Vision

At Peartree Spring Primary School we provide a stimulating, safe environment in which we nurture every learner, in order for them to realise their full potential. We believe all individuals have the right to learn and acquire the skills to become a well-rounded, confident member of the community. We have an inclusive and understanding ethos that provides excellence and enjoyment where every learner matters.

Aims

To provide high quality teaching and learning, through a broad and balanced curriculum, that stimulates and challenges all learners.

To provide a safe, nurturing environment in which everyone is valued and respected.

To promote a healthy lifestyle and positive attitude.

To develop independence, self-esteem and foster a positive attitude to learning.

To build and maintain effective relationships, in order to prepare children to make a worthwhile contribution to society.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination. The Equality Act 2010 protects nine characteristics:
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation

- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

1. Roles and responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and 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 governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, 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 socioeconomic 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 role of the Headteacher

- It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this plan, 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.

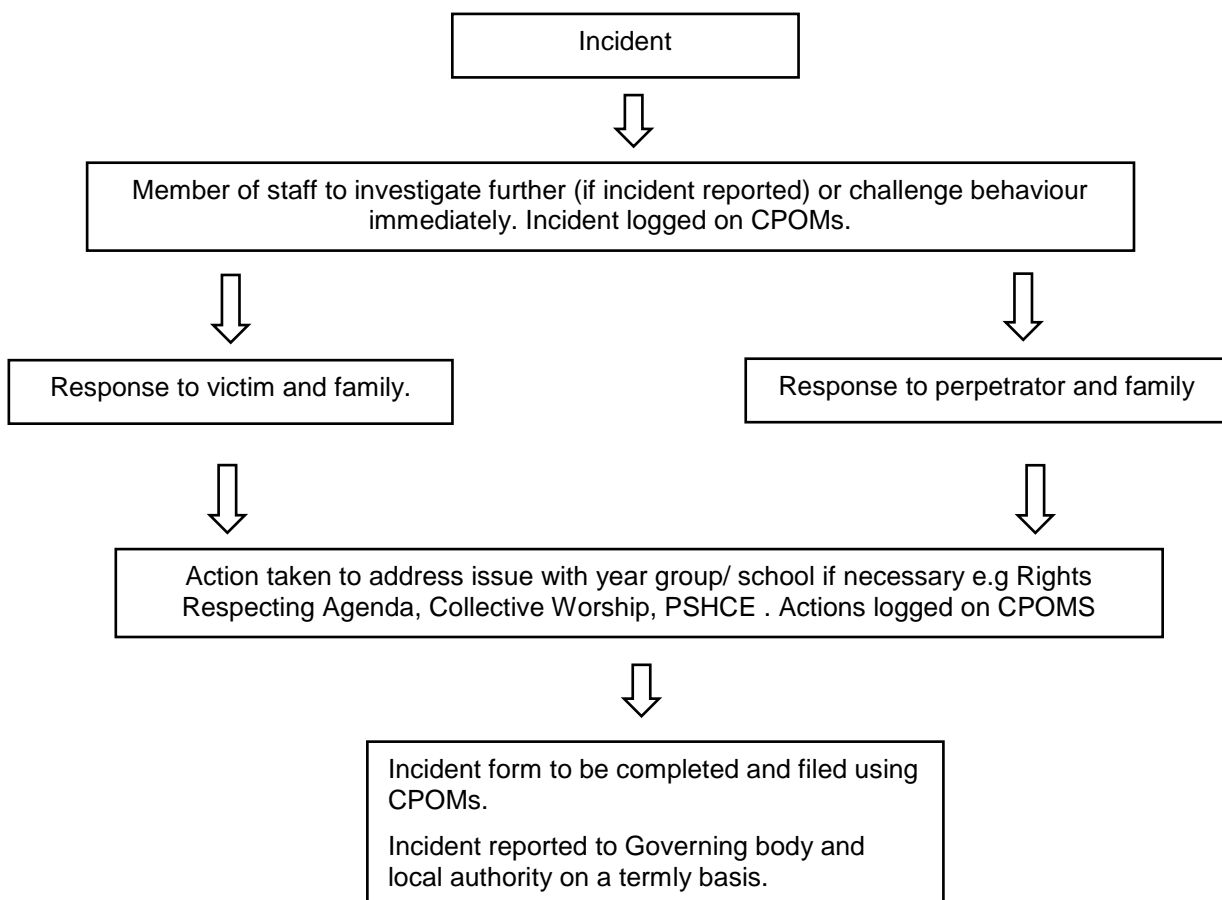
The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- 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.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

4. Eliminating discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate
- It should be clear to pupils and staff how they report incidents. All staff, teaching and non - teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for responding and reporting is outlined below:



5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, PSHE, Rights Respecting School agenda and also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. This link closely to the Rights Respecting School agenda. Pupil Leaders will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

- Encouraging and implementing initiatives to ensure children have opportunities to work together. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the schools activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Please see the Equality Action plan.

9. Monitoring arrangements

The Governing Board of Peartree Spring Primary School will update the equality information we publish, every year.

This document will be reviewed by The Governing Board of Peartree Spring Primary School at least every 4 years.

This document will be approved by The Governing Board of Peartree Spring Primary School

10. Links with other policies

This document links to the following policies:

- Behaviour Policy

- *Wellbeing Policy*
- *PSCHE Curriculum Statement of Intent.*
- *SEND policy*

Equality Action Plan 2020 – 2023
Peartree Spring Primary School

<p>To meet the needs of pupils with social, emotional and behavioural difficulties.</p>	<p>Vulnerable group</p>	<ul style="list-style-type: none"> ➤ Behaviour interventions support the necessary children. ➤ TA's trained to deliver behaviour and therapeutic interventions. ➤ Family Liaison Workers support both vulnerable children and families. 	<p>SLT Intervention and pastoral teams FLW</p>	<ul style="list-style-type: none"> ➤ Herts Steps training has recently been delivered again to all staff in the school as a refresher. This training continues to be delivered on an annual basis ➤ Tier 2 Hub school to support with behaviour across Stevenage ➤ All year groups have a TA who is able to deliver therapeutic interventions increasing the capacity to support children due to the pandemic. ➤ Family workers have worked with ➤ FFA's held by school – 7 ➤ Family support interventions- 44 children have accessed intervention since Sept 2020 ➤ Ongoing work with families – 25 families are receiving continued support since Sept 2020 ➤ Outreach referrals – 4 ➤ NESSIE referrals -7 ➤ Inclusive Curriculum
<p>Ensuring attendance is optimised for all children and working with families when attendance falls below 90%.</p>	<p>Vulnerable Group, Partnerships</p>	<ul style="list-style-type: none"> ➤ Monitoring attendance. ➤ School to work proactively with parents and relevant professionals (AIO / School Nurse) to providing information / support optimise attendance. ➤ Apply for FPN's and monitor effectiveness. ➤ Seek advice / support from AIO. 	<p>DA, TS, KT</p>	<ul style="list-style-type: none"> ➤ Current whole school attendance – 96.6%. ➤ Fixed penalty notice procedures implemented and success/ concerns. ➤ Attendance support the attendance duty team. ➤ KT has worked closely with parents to increase attendance of vulnerable families. Systems in place, e.g. letter, phone call, meeting etc. ➤ Fixed penalty notice is a robust system for dealing with poor attendance. ➤ FSW have been working closely with vulnerable families and have been supporting parents and children within school. ➤ Attendance is available for parents to view on school gateway.

				<ul style="list-style-type: none"> ➤ When attendance falls below 90% letters are issued on a monthly basis to parents.
Making reasonable adjustments for children with SEND	Disability	<ul style="list-style-type: none"> ➤ Meet with supporting agencies and parents. ➤ School to liaise with parents, the previous setting and professionals to ensure appropriate provision is in place. ➤ Monitor provision – seek advice / support, as necessary. ➤ Identify provision and resource implications – implement changes required. Adaptations to the school environment to be made as necessary. ➤ Identify training / raising awareness. 	SLT, SENCO.	<ul style="list-style-type: none"> ➤ PE Inclusion staff training regularly. ➤ Close liaison with Stevenage Sporting Futures. ➤ Support from individual services to help children with specific needs this includes the CAT (Communication and Autism Team), VI, PNI and HI teams. ➤ Equipment purchases/loaned to support those with VI ➤ IEP's and Pupil Provision maps ensure appropriate provision is in place for children. ➤ Early Transition support for children moving into Reception to ensure the learning environment is adapted appropriately and families are supported. ➤ IQM award - Inclusion Quality Mark ➤ Inclusive Curriculum

<p>To close the gender gap and improve the attainment of boys at the end of the EYFS, KS1 and KS2.</p>	<p>Gender</p>	<ul style="list-style-type: none"> ➤ Consider attainment of current cohorts – identify target group. ➤ Review and amend provision for target group – consider resources / deployment of staff / involvement of parents. ➤ Monitor progress half termly, including through observation ➤ Monitor the progress of boys who are in multiple vulnerable groups carefully and continue to support all groups of children through targeted intervention strategies. ➤ Invest in gender specific material and in the Foundation Stage, writing opportunities both inside and outside encourage all children to explore writing opportunities. 	<p>SLT, SMT, SENCO</p>	<ul style="list-style-type: none"> ➤ SLT continue to monitor the effectiveness and cost of interventions. ➤ Interventions carefully planned to meet the needs of individual children. ➤ Staff deployed carefully within each year group to ensure high quality provision. ➤ Pupil progress meetings take place termly to establish attainment in line with peer group. Boys and Girls progress and attainment is monitored closely. ➤ Vulnerable group data is collated and analysed termly and children in multi-vulnerable groups are tracked carefully. ➤ Gender gap continues to be carefully monitored across the school during pupil progress meetings and through data analysis. ➤ In the EYFS, a high focus continues with boys writing in the Early Years. Mark making equipment to be accessible in all areas.
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Improving the attainment of our Pupil Premium pupils in Reading, Writing and Maths	Vulnerable group	<ul style="list-style-type: none"> ➤ Ensure teaching and learning opportunities are optimised for these children through our provision, including the effective deployment of staff and resources. 	SLT, KT	<ul style="list-style-type: none"> ➤ Focus on Pupil Premium pupils during pupil progress meetings and book scrutiny. ➤ TA's are planned for effectively and intervention sessions are planned carefully. ➤ Disadvantaged children are highlighted on the Class provision maps.
Improve the attainment of girls with SEND at the end of KS1	Vulnerable group	<ul style="list-style-type: none"> ➤ Ensure teaching and learning opportunities are optimised for these children through our provision, including the effective deployment of staff and resources 	SLT, SMT, SENCO	<ul style="list-style-type: none"> ➤ Appropriate outreach support sought for individual pupils ➤ Clear interventions put in place ➤ Progress and attainment monitored at Pupil Outcome Meetings
To monitor the attainment and progress of 'newly vulnerable' children – impact of COVID 19.	Vulnerable group due to lack of engagement/situation at home in regards to COVID 19.	<ul style="list-style-type: none"> ➤ Ensure children are monitored in terms of wellbeing, attainment and progress 	SLT, SMT, SENCO	<ul style="list-style-type: none"> ➤ Newly vulnerable children highlighted in 'Back to school' pupil progress meetings. ➤ Monitoring during class sessions ➤ Close liaison with parents/carers ➤ Support from therapeutic trained TA's to be referred through SFW
Staff development and training	Disability	<ul style="list-style-type: none"> ➤ Review range of additional need for current cohorts. ➤ Identify training needs. ➤ Seek advice and support – identify best 	MN, PF, KT	<ul style="list-style-type: none"> ➤ Support, training and CPD identified through Appraisal process, line managers and SENCOs. ➤ Effective CPD training shared during staff development meetings.

		<p>providers for staff training – implement.</p> <ul style="list-style-type: none"> ➤ Continually review needs of staff (including new members) 		<ul style="list-style-type: none"> ➤ Disabilities within the school are continually reviewed and new systems are put in to place ➤ Training is given to all members of staff within school to support children with SEND, through Stevenage Sporting Futures and the PE coordinators.
Policy review	All	<ul style="list-style-type: none"> ➤ Advise Governing Body of specific equality aspects. ➤ Build examination of equality aspects and progress against action plan into review of policy – on a rolling programme. ➤ Amend practice and policy as necessary. 	SLT, Governing Body	<ul style="list-style-type: none"> ➤ 09/2020 – Three year plan reviewed. ➤ Policy amended April 2021 due to COVID 19 and new vulnerable groups evident in pupil data. ➤ Targeted groups updated annually to reflect school data trends
Stakeholder consultation	Disability Gender Race	<ul style="list-style-type: none"> ➤ Maintaining opportunities for parents to express opinions through meetings/phone calls. ➤ Seek opportunities for pupil voice including through meetings / questionnaires eg focus within school council children and Rights Respecting Steering group. ➤ Continue to embed the International Schools agenda - Links with schools in Kadoma and Nepal . 	TS, SLT, SMT	<ul style="list-style-type: none"> ➤ Annual questionnaires sent out to parents. Positive responses about meeting the needs of all children. ➤ Rights Respecting School steering group. ➤ Achieved Rights Respecting Gold Standard (March 2018). ➤ International Schools Award Reaccreditation achieved (2018 – 2021). ➤ School council - children have weekly meetings and help to organise events in school and take part in school improvement. ➤ Children’s leadership continues to be a key in school with Pupil leader roles, digital leaders, junior travel ambassadors etc. ➤ IQM Award – Inclusion Quality Mark achieved ➤ Wellbeing Award Achieved ➤ Continuous adaption to curriculum to meet the needs of all children

				<ul style="list-style-type: none">➤ Collective Worship linking to the Rights Respecting Schools agenda➤ Connecting Classroom project – links to schools in Nepal. Visit postpone due to COVID 19.
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