

Levendale Primary School



Equality Statement and Single Equality Scheme  
2019-2020

Signed: ..... (Chair of FGB)

Date: .....

## Reviews and amendments

- March 2017:
- Final paragraph added to 'Legislative Framework' section, page 3.
  - Minor amendments to contextual information, pages 4-6.
  - Added RRSA Level 1 update in 'Staff Training', page 8.
  - Amended RRSA Level 1 reference in 'Curriculum Adjustments', page 9.
  - Added reference to provision for support staff with back issue, page 9.
- March 2018:
- Updated contextual information
  - Updated outcomes to show 2017 data

## Equality Statement

Levendale Primary School is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

## Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We publish information each year about our school population.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

**Levendale Primary School** recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework (2012) on the importance of narrowing the gaps in achievement which affect FSM children, EAL children, SEN children etc.

This policy demonstrates our commitment to the UNCRC, specifically:

Article 2 – the fact that all children inherently enjoy all the rights within the UNCRC

Article 14 – the right to choose your own own religion/beliefs;

Article 30 – the right to practice your own culture, language and religion.

**Date approved by the Governing Body: June 2020**

## The School Context

Levendale is a primary school of moderate size set on the outskirts of the market town of Yarm in an area of very low deprivation overall. An increasing majority of the pupils in school live within Yarm or the outlying villages, but not necessarily within catchment. The vast majority of the remainder are from the large housing development of Ingleby Barwick or Thornaby with a small proportion from South Stockton. The vast majority of our catchment is in the 9th or 10th decile in terms of deprivation.

The school's ethnic makeup is predominantly White British (84%) whilst other pupils are from a wide range of ethnic backgrounds.

Pupil numbers have tended to be relatively stable historically, although we are experiencing a slight dip in overall numbers presently (233 on roll at the time of writing, including Nursery).

Cohort size tends to be stable: the majority of classes comprise 29 or 30 pupils. The school has single year group classes with one class per year group. Accommodation has been improved over the years but two of the Key Stage 2 classrooms are still relatively small.

There are currently 9 children (4.6% of children in main school) on the Special Educational Needs register, all but two at the SEN Support stage. Two children have Education and Health Care Plans.

Attendance is good (97.2% for 2018-2019).

The Early Years Foundation Stage comprises a Nursery (FS1) and Reception (FS2) class who are housed in an open plan unit. Children join FS1 shortly after their third birthday. Attainment on entry is generally in line with average age related expectations.

Currently 2.5% of children have an entitlement to a Free School Meal, well below the National and Local Authority average.

### Geographical Location

See context information above.

### Community Served (Including breakdown of school's students, staff and governors)

The gender split amongst the pupils in education at Levendale (male:female – including Nursery) is 112:121 or 48% male/52% female.

84% of pupils are classed as White British with the remaining 16% being from a wide variety of different ethnic minority groups.

We have no asylum seekers or refugees currently at Levendale.

Where religious faiths of the children are communicated by parents on entry, we record these in our system and the current breakdown (2019-2020 academic year) is as follows (figures may not total 100% due to rounding):

- Christian 15%
- C of E 26%
- Roman Catholic 10%
- Muslim 5%
- Sikh 1%
- Hindu 1%
- No religion stated 39%

We currently have no children registered as disabled, although some children are receiving on-going assessments for visual, auditory and/or sensory issues.

We have no recorded data for sexual orientation on behalf of parents or children.

The Governing Body comprises 8 members: the gender split (male:female) on the Governing Body is 4:4. There are no members of the current Governing Body with a registered disability. One member is currently on maternity leave.

The school's teaching staff comprises thirteen with a male:female ratio of 2:11 (one female member of teaching staff is on maternity leave at present, replaced by a male teacher). There are no male members of support staff. There are no male members of lunchtime supervisory staff. The caretaker is male. We have two cleaning staff, both female, with an additional Conyers cleaner (male) seconded to us from Conyers School at present. The four catering staff employed by the Local Authority are female.

## School Outcomes Summer 2019

- Attainment (EYFS)

74% of children achieved GLD in the 2017-2018 academic year (73% for boys and 75% for girls). The proportion of children achieving at least Expected level in the Specific Areas of Reading and Writing was 81% and 81% respectively (82%/81% boy/girl and 82%/81% boy/girl respectively). Boys and girls performed similarly in Number (82%/81%). Higher proportions of girls reached Exceeding compared to boys in Reading and Writing (44% of girls vs 0% of boys in Reading; 31% of girls vs 9% of boys in Writing) respectively in both disciplines.

There was one disadvantaged child in this cohort, who achieved GLD.

- Attainment (Y1 – phonics screening)

Overall, the phonics pass rate was 96%. In a Y1 cohort (23 children) with a 10:13 boy/girl ratio, 100% of boys achieved Wa in the phonics screening check compared to 92% of girls. There were no disadvantaged children in this cohort.

In the Y2 resits, 60% of children who did not pass in 2018 achieved Wa in 2019. This equates to 3 from 5 children, two boys and one girl.

- Attainment (KS1)

Under the Assessment Framework for KS1 in 2019, results were as follows (boy/girl):

Reading (EXS): 55%/89%

Writing (EXS): 64%/94%

Maths (EXS): 91%/72%

CRWM (EXS): 55%/72%

At Greater Depth Standard, the picture was:

Reading (GDS): 27%/28%

Writing (GDS): 27%/28%

Maths (GDS): 36%/22%

CRWM (GDS): 18%/17%

There was one SEN child in the Y2 cohort for 2018-2019. This child achieved EXS in Reading, WTS in Writing and WTS in Maths. CRWM was therefore at WTS

- Attainment (KS2)

Under the Interim Assessment Framework for KS2 in 2019, results were as follows (boys/girls):

Reading (EXS or better): 79%/79%

Writing (EXS or better): 71%/79%

Maths (EXS or better): 86%/93%

CRWM (EXS or better): 71%/79%

SPAG (EXS or better): 93%/100%

At Higher Standard:

Reading (HS): 29%/50%

Writing (HS): 14%/29%

Maths (HS): 29%/43%

SPAG (HS): 63%/46%

CRWM (HS): 36%/64%

In terms of scaled scores, girls outperformed boys in Reading (104.4 vs 109.4) and SPAG (107.9 vs 112.4) but the gap was almost negligible in Maths (107.3 vs 107.4).

There were three SEN children in the Y6 cohort for 2018-2019 The SEN/non-SEN gap was as follows:

Reading (EXS+): 0%/88%

Writing (EXS+): 0%/84%

Maths (EXS+): 33%/96%

SPAG (EXS+): 67%/100%

CRWM (EXS+): 0%/75%

This gap is also modelled at Higher Standard, with 0% of SEN children achieving HS in Writing, Reading, Maths or SPAG. CRWM for SEN children at HS KS2 was therefore 0%.

## Participation

Historically, there has been no issue with children participating in out-of-school learning and participation in trips to celebrate alternative faiths is very high. These visits often form a significant focus for all children and they enjoy experiencing different cultures and faiths. However, in the 2019-2020 academic year, one child was withdrawn from a trip to a local mosque by parents. Equally, participation in terms of school trips is very high and there has never been a child who has been unable to participate in a trip or activity because of a difficulty or disability. Whilst some activities might have to be adjusted to accommodate such children, our participation rate is 100%.

Parents evenings are also extremely well attended – if parents are unable to attend on one of the two dates per term that we offer, they are free to make alternative arrangements with their child's class teacher – the vast majority of parents choose to do this.

## Incidents

Racist incidents are recorded in accordance with LA protocol and reported on an anonymous basis to the Authority once per year. Racist incidents are reported to the Full Governing Body at each meeting (once per term). There have been no racial incidents reported in the 2018-2019 academic year, nor any so far in 2019-2020.

## Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda which is inherent to the ethos of Levendale. We are a UNICEF L1 Rights Respecting School and a Stonewall Champion School.

## Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example SEN, EAL, LAC, BME.

In our School there is curriculum coverage of equalities issues as part of our comprehensive PSHE curriculum.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development and the promotion of SMSC is something that forms the basis for our acts of collective worship which occur on a daily basis.

In curriculum materials across all subjects, there are positive images of people and children from a wide range of different ethnic groups and/or disability groups.

## Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have provided additional furniture, resources and additional outside agency support for children on an “as required” basis e.g. Bambach chairs for a pupil with cerebral palsy and additional OT involvement and physiotherapy for the same child. Training was provided for a member of support staff to deliver high-quality physio and speech/language therapy for this child. We also made additional provision in terms of seating for a member of support staff with a long-standing back issue in line with OH recommendation.

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

## How we have Developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

## Mechanisms for involvement

At **Levendale Primary School**, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- Transition interviews, plans and meetings with cross-phase participation
- School Council
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils and parents experiencing reasonable adjustments
- Pupil engagement in auditing provision
- Pupil involvement in policy creation

At **Levendale Primary School** the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Exit interviews with staff
- Regular staff meetings with specific or partial agenda items
- Individual discussions with staff as a part of Appraisal.

At **Levendale Primary School**, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme and objectives:

- Communications made available in a range of different formats on request.
- Feedback through Governing Body meetings
- Feedback through PTA meetings
- Feedback from adults using the school beyond the school day

The school's objectives will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

## Roles and Responsibilities for Implementing the Single Equality Scheme

### The Head Teacher:

- Demonstrates responsibilities under the Equality Act.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as C.E.S.C.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions.

### The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.

- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

### **The Senior Leadership Team:**

- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.
- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

### **People with specific responsibilities:**

- Dr Richard Beadnall (Headteacher) is the person responsible for maintaining and sharing with staff the specific needs of vulnerable pupils and how their needs will be met.
- Dr Beadnall is also the person responsible for coordinating ongoing staff CPD, analysing the outcomes for vulnerable pupils and responsible for monitoring the response to reported incidents of a discriminatory nature.
- Mrs Carnelly is the school SENCO.

### Parents/Carers:

- Have access to the Scheme.
- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.

### School Staff:

- Accept that this is a whole school issue and support the Single Equality Scheme.
- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination.
- Do not discriminate on racial, disability or other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.

### Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.

- Experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory bullying and racially motivated incidents.
- Understand their role in supporting the implementation of objectives (where relevant).

## Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.

The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form.
- Formal/Informal contact with parents, pupils and outside agencies
- OfSTED reports (most recent report published October 2017)
- Minutes of Governing Body meetings