



Inspiring and Nurturing Lifelong Learners



## Elmgrove Primary School and Nursery

### Equality Plan 2021 – 2025

Approved by the Governing Body on 16<sup>th</sup> November 2021

#### At Elmgrove Primary School and Nursery we are committed to:-

- promoting equality of opportunity,
- eliminating discrimination and harassment,
- further strengthen links with our local community,
- valuing diversity and promoting positive relationships,
- providing an inclusive education which enables all pupils to develop their full potential,
- meeting the requirements of the Equality Act 2010.

#### The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We ensure that we have due regard to the need to:-

1. eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act,
2. advance equality of opportunity between people who share a characteristic and those who don't,
3. foster good relations between people who share a characteristic and those who don't.

#### School Policies

The Governing Body will ensure that in the cycle of policy reviews that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.

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**Ethos & Values**

At Elmgrove Primary School and Nursery, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At Elmgrove, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children

achieve their very best. We are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development.

We want every child to be successful; to reach for success from the very first day they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

At Elmgrove Primary School and Nursery we will strive to:-

- Provide a secure and stimulating environment that is conducive to all children having the opportunity to reach their full potential;
- Have regard and respect for the experiences, knowledge and cultural diversity that every child brings to school. To use this as a foundation for improving standards;
- Value the achievements of all children, both in and out of school and provide opportunities to develop self-confidence and a positive self-image;
- Provide a supportive culture in which all staff are encouraged to extend, develop and share their expertise;
- Ensure that issues of equal opportunities are considered in all our work;
- Provide a curriculum based on the National Curriculum and Foundation Stage Curriculum that is broad, balanced, relevant, progressive and appropriately differentiated;
- Offer all children equal access to the curriculum and school life in the community where individual differences are appreciated, celebrated, understood and accepted;
- Encourage children to become good citizens, by developing caring attitudes and respect towards themselves, other children, adults, their school and their community;
- Recognise that children are constantly developing and ensure that the curriculum offered to them is appropriate to that development;
- Encourage each individual to take responsibility for his/her behaviour and to act as a good role model to others.

**Staff and governors demonstrate our values and commitment to equality by:-**

- ensuring acceptable behaviour;
- responding to incidents and complaints in a proactive way;
- providing access to services, facilities and information;
- recruiting and employing people fairly;
- meeting specific needs.

## **Our School Population**

Elmgrove Primary School and Nursery is a four form entry school with approximately 800 children on roll. Elmgrove is additionally resourced for pupils with a physical disability (up to 12 children) who are fully integrated across the school. The school is located in a community which is a mixture of owner occupied, privately rented and local authority/shared ownership housing. The school has a large number of families from a background identified as Any other White (26%), Indian (19%) or Any Other Asian (16%). This is from school data, September 2021). In September 2021, 72% of the children spoke English as an additional language. The number of children who are on the SEN register at SEN Support is 11.6% which is below to the National figure for primary schools of 12.6%. There are currently 24

children with an EHC plan of which 6 have a physical disability which at 3%, is higher than the National figure of 2.1%

### **Main equality challenges**

This is a summary of the issues we are most concerned about. For some of these issues we have set and published equality objectives.

- Working to ensure that we continue to fully support parents with any language barriers so they can help their child make further progress in school.
- Working to ensure **all** pupils are able to meet the age related expectations and as many as possible are working at greater depth or making as much progress as possible.
- Recognising that children are constantly developing and changing and ensuring that the curriculum offered to them is appropriate to their needs.

## **Advancing Equality in line with the Public Sector Equality Duty (PSED)**

### **Eliminating discrimination, harassment and victimisation**

- We have a very clear and thorough behaviour policy, anti-bullying policy and racial harassment policy in which the importance of eliminating any discrimination is expressly noted.
- We are working towards the 'Gold' Rights Respecting School status, having achieved Silver in 2018.
- We have a Special Educational Needs Policy which outlines the provision the school makes for pupils with a special educational need.
- We have an accessibility plan which supports all members of our school community to reach their potential through access to all areas of school life.
- We have staff conduct procedures in place.
- Staff and governors are reminded annually of their duties under the Equality Act 2010 and the document is readily available for staff to read.
- Visitors are alerted to their duties as necessary.
- We monitor for any bullying and harassment of pupils and use this information to further improve our school provision.
- We challenge stereotypes actively in the classroom environment and in the playground.

### **Advancing equality of opportunity**

- The attainment of groups of children is monitored very carefully to ensure that all groups of children are making the expected progress in school. Where we identify that a group may not be making the required progress, we put in place interventions to ensure progress is enhanced.
- Elmgrove is an Additionally Resourced Mainstream School (ARMS) with up to 12 physically disabled children who are fully integrated into the school have with severe and complex physical disabilities. The entire school is accessible to wheelchair users and there are accessible toileting facilities.
- We collect and record data with regards to pupils and staff and use it to improve the provision of services.
- Encourage all pupils to participate in school life. This will be shown through representation in school in playground buddies, school council, class responsibilities and general responsibilities.
- Give pupils the same opportunities to participate in physical activity, in and outside of school hours.
- Encourage pupils to consider career paths/occupations that are traditionally stereotyped.
- Encourage all parents to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning opportunities, and other school events.

### **Fostering good relations**

- We promote tolerance and friendship across all aspects of the curriculum and through assemblies. The school behaviour policy provides a clear structure the deal with incidences of unacceptable behaviour. The result is that incidences of bullying or racial harassment are rare.
- Children have rich and varied opportunities to explore values and beliefs through the planned curriculum and as and when appropriate. They learn about different religions, compare similarities and differences and explore their own values. This work is enhanced through visitors and visits to local places of worship.
- The staff ratio allows us to model the ethos of respect and tolerance. As a result children show respect for the beliefs of others and accommodate differences.

- The school council, pupils and parent surveys support the leadership team to ensure that any potential issues are addressed.
- Varied and rich curriculum opportunities give the opportunity for discussion about issues and a behaviour system based on a clear moral code which is promoted consistently throughout the school and with families.
- Opportunities to visit local places of worship, talk to visitors, study areas within and beyond the UK and to take part in international and fundraising events add to the rich curriculum provision which gives the children a good insight into the similarities and differences between their own and other cultures and an appreciation of religious, socio-economic and cultural diversity.
- The children engage in a wide range of events which broaden their understanding. Examples include Year 3 involvement in an African Drumming project, external visits to outdoor activity centres, the school involvement the Harrow Film festival and Dance showcase.
- Ensure that the school environment is accessible and welcoming as possible to visitors. Ensure that open evenings and other events, which parents or carers attend are held in an accessible part of the school.
- Strive to ensure that the governing body is representative of the pupils, staff and local community that we serve.

### **Monitoring**

To meet the duties, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people. The following is monitored:

- Achievement of pupils
- Staff satisfaction levels
- Distribution of staff pay scales

### **Involvement and Consultation**

It is a requirement that pupils, staff and those using school services should be involved in the production of the Equality Scheme.

Elmgrove Primary School and Nursery has consulted with pupils, staff, governors and service users in the development of our Equality Scheme by:

Consultation through discussion or questions with all staff, parents and visitors to identify how Elmgrove Primary School and Nursery is currently supporting needs or how we could improve the support.

Consultation through questionnaire and class discussion to all pupils to identify how children require different support, how the children and staff can support them and how could we make things better.

## **Making things happen**

In order to ensure that action is taken to meet the Public Sector Equality Duty 2010, Elmgrove Primary School has drawn up an action plan to make things happen, which outlines how the requirements will be met.

## **Review, Monitoring and Reporting**

It is important to monitor the impact of the action taken to ensure that progress is being made and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines how the school is advancing equality in line with the Public Sector Equality Duty (PSED).

The Senior Leadership team and Governors will monitor on a termly basis:

- to determine the effectiveness of that term's actions towards the duty,
- how the school is going to use the information gathered,
- review the effectiveness of the action plan and prepare actions for the subsequent scheme,
- monitor the involvement and consultation of people in forming the actions, setting targets and monitoring the scheme.

The scheme will be reviewed and publicly commented upon each year and revised at least every four years.

## Action Plan

The following action plan outlines what will be achieved in the next year with regards to meeting the PSED.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
<b>2021-2022</b>							
Eliminating discrimination (disability)	Ensuring the physical environment meets the needs of people with disabilities, including physical and sensory needs.	Termly audit of the physical environment.	Monitored termly by the Headteacher and the Inclusion Manager on their Health and Safety walks.	Termly	Inclusion Lead Site Supervisor Business Manager Inclusion Gov and invited persons who have a disability. (Particularly sensory/hearing or visual impaired)	Oct 2021	Oct 2022
Advancing equality of opportunity (disability)	Looking at allocation of available space for meeting more effectively the needs of people with a disability once new build is in place	During the walk around	Monitored termly or more frequent once an environment is identified	Minimum of an annual audit. After any re-build, new build or decoration	Inclusion Lead Site Supervisor Business Manager Inclusion Gov and invited persons who have a disability. (Particularly sensory/hearing or visual impaired)	Oct 2021	Oct 2022
Advancing equality of opportunity (disability)	Continued development of disability equality.	Termly forum, with children, parents / carers, staff and outside agencies. From Parent Survey these would cover ensuring class teachers were more involved with therapeutic services and therapists attending annual reviews.	Outcomes of forum to inform the subsequent action plan and future planning. Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	Termly	HT Inclusion Lead Inclusion Gov	Oct 2021	Oct 2022

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Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Advancing equality of opportunity (disability)	The parents of children with a disability may not be aware of how to best support the learning of their child	A workshop to be conducted on an annual basis for the parents of children with a disability to provide them with basic advice on how to support the learning of their child in core curriculum subjects.	Satisfaction surveys to be conducted with parents after each workshop to ascertain whether sessions were useful and feedback analysed	Monitoring will take place after every session. Analysis report to be produced two weeks after all satisfaction surveys received.	HT Inclusion Lead	Oct 2021	Oct 2022
Advancing equality of opportunity	To narrow the gap in those reaching the required phonic standard in Year 1 for boys compared to the national figure.	Teachers to identify target children. Teachers to plan activities to meet the needs of the children. Teachers to track progress to ensure target is met. Assistant Head to provide workshops for parents so that they can help the children at home.	Analysis of data, conversations with staff, monitoring of planning and provision mapping	Analysis of Assessment Data in Jan and July	Assistant Head KS1	Oct 2021	Oct 2022
Advancing equality of opportunity	To narrow the gap in attainment between the school and national at Expected+ in reading, writing and maths for girls by the end of KS1.	Teachers to identify target children. Teachers to plan activities to meet the needs of the children. Teachers to track progress to ensure target is met. Assistant Head to provide workshops for parents so that they can help the children at home.	Analysis of data, conversations with staff, monitoring of planning and provision mapping	Analysis of Assessment Data in Jan and July	Assistant Head KS1	Oct 2021	Oct 2022
Advancing equality of opportunity	To narrow the gap in attainment between the school and national at Expected+ in reading, writing and maths for children on SEN Support by the end of KS1.	Teachers to identify target children. Teachers to plan activities to meet the needs of the children. Teachers to track progress to ensure target is met. Assistant Head to provide workshops for parents so that they can help the children at home.	Analysis of data, conversations with staff, monitoring of planning and provision mapping	Analysis of Assessment Data in Jan and July	Assistant Head KS1	Oct 2021	Oct 2022
Advancing equality of opportunity	To narrow gap in attainment between school and national at expected	Teachers to identify target children. Teachers to plan activities to meet the needs of the children.	Analysis of data, conversations with staff, monitoring of planning and	Analysis of Assessment Data in Jan and July	Assistant Head KS1	Oct 2021	Oct 2022

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Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
	plus in reading, writing and maths for those with English as a first language	Teachers to track progress to ensure target is met. Assistant Head to provide workshops for parents so that they can help the children at home	provision mapping				
Advancing equality of opportunity	To raise attainment in reading and writing for girls that the gap is narrowed between school and the national for expected+ by the end of KS2.	Teachers to identify target children. Teachers to plan activities to meet the needs of the children. Teachers to track progress to ensure target is met. Assistant Heads to provide workshops for parents so that they can help the children at home	Analysis of data, conversations with staff, monitoring of planning and provision mapping	Analysis of Assessment Data in Jan and July	Assistant Heads KS2	Oct 2021	Oct 2022
Advancing equality of opportunity	To raise attainment in reading and maths for those on SEN support so that the gap is narrowed between the school and the national for expected+ and by the end of KS2.	Teachers to identify target children. Teachers to plan activities to meet the needs of the children. Teachers to track progress to ensure target is met. Assistant Heads to provide workshops for parents so that they can help the children at home	Analysis of data, conversations with staff, monitoring of planning and provision mapping	Analysis of Assessment Data in Jan and July	Assistant Heads KS2	Oct 2021	Oct 2022
Advancing equality of opportunity	To increase progress data for girls in reading and maths so that the gap is narrowed between school and the national for expected+ by the end of KS2.	Teachers to identify target children. Teachers to plan activities to meet the needs of the children. Teachers to track progress to ensure target is met. Assistant Heads to provide workshops for parents so that they can help the children at home	Analysis of data, conversations with staff, monitoring of planning and provision mapping	Analysis of Assessment Data in Jan and July	Assistant Heads KS2	Oct 2021	Oct 2022
Advancing equality of opportunity	To increase progress data for those with English as a first language in writing and maths so that the gap is narrowed between school and the national for	Teachers to identify target children. Teachers to plan activities to meet the needs of the children. Teachers to track progress to ensure target is met.	Analysis of data, conversations with staff, monitoring of planning and provision mapping	Analysis of Assessment Data in Jan and July	Assistant Heads KS2	Oct 2021	Oct 2022

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Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
	expected+ by the end of KS2.	Assistant Heads to provide workshops for parents so that they can help the children at home					

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## Equality Objectives

These objectives were drawn up following an analysis of the school's data. By September 2022:-

- To narrow the gap in those reaching the required **phonic standard in Year 1** between girls and **boys** compared to the national figure.
- To narrow the gap in attainment between the school and national at Expected+ in **reading, writing and maths** for **girls** by the end of KS1.
- To narrow the gap in attainment between the school and national at Expected+ in **reading, writing and maths** for those on **SEN support** by the end of KS1.
- To narrow the gap in attainment between the school and national at Expected+ in **reading, writing and maths** for those with **English as a first language** by the end of KS1.
- To raise attainment in **reading** and **writing** for **girls** so that the gap is narrowed between school and the national for Expected+ by the end of KS2.
- To raise attainment in **reading** and **maths** for those on **SEN support** so that the gap is narrowed between the school and the national for Expected+ by the end of KS2.
- To increase progress data for **girls** in **reading** and **maths** for children so that the gap is narrowed between school and the national for Expected+ by the end of KS2.
- To increase progress data for those with **English as a first language** in **writing** and **maths** so that the gap is narrowed between school and the national for Expected+ by the end of KS2.