

Greenfylde Church of England First School: Equality Information – March 2020

Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act

1. Our specific duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

Links to additional information available on our school website are provided. Other information can be obtained by contacting staff, as indicated.

2. Our objectives for the Mar 2020 to Jan 2023 period are:

Our new objectives are:

- To further develop the pupil voice of children with SEND
- To diminish the difference in % of boys/girls attaining GLD in EYFS whilst retaining above national average figures for each group.
- To ensure all children access age appropriate learning linked to careers to raise aspirations.

These objectives were chosen after an analysis of available attainment data and discussions with Governors, staff and SLT. Our data shows no major equality gaps for our pupils.

3. Information about what our school does to promote equality

Type of information	Evidence available and how this can be obtained
Data about the school population and differences of outcome	
1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.	This information is available from the Headteacher on request
2. Our school has data on its composition broken down by types of impairment and Special Educational Need and Disability. We follow DfE guidance on recording disability in addition to Special	This information is available from the Headteacher on request

Educational Need.	
3. Our school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. The school also uses data and other evidence provided by the Local Authority or available nationally, to help identify inequalities and the needs of particular groups.	This information is available from the Headteacher on request
4. Our school uses data and other information on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements.	Our objectives for the Mar 2020 to Jan 2023 period were based on the following data and other information: FFT reports Data Dashboard ISDR National Statistics of key stage attainment and progress School based data records School Development Plan Self Evaluation Form Attendance records Discussions at governors meetings, staff meetings, pupil voice and school council meetings

Documentation and record-keeping

5. There are statements of the school's responsibilities under the Equality Act in various school documents, for example our equality policy, the school improvement plan and self-evaluation papers, the prospectus, routine bulletins and newsletters, and occasional letters to parents.	Our equality policy is available on our website: https://www.somerset.org.uk/sites/greenfylde/SitePages/Key%20Information%20and%20Policies.aspx Several other relevant documents are also available on our website.
6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings, and in the notes of the School Council and/or pupil voice.	Governing Body reports and minutes of meetings are available on request from the Clerk to Governors via the school office
7. Before introducing important new policies or measures that may have an impact on equality, the school carefully assesses their potential, positive or negative, and keeps a record of the analysis and judgements which it makes.	If you wish to see records relating to particular decisions, please contact: The Headteacher

Responsibilities

8. A senior member of staff has special responsibility for equalities matters.	If you wish to discuss equality matters please contact: The Headteacher
9. A member of the governing body has a watching brief for equalities matters.	If you wish to see records relating to particular decisions, please contact: The Clerk to the Governors via the school office

Staffing

10. The school does not have more than 150 employees and therefore does not have to publish data. The school has data on its workforce composition broken down by disability, ethnicity and gender.	Information not published. If you wish to discuss such information please contact: The Headteacher
11. The school's programme of staff meetings and continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.	Examples of this include: Various CPD in relation to supporting SEND needs e.g. Core Standards training, Emotion Coaching Data analysis- identifying under-performance within groups at the school
12. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.	We ensure we adhere to Somerset County Council's guidance on equal opportunities and recruitment
13. Our other policies, including our pay policy, uphold good equalities practice.	Our policies are available from the school office on request

Behaviour and safety

14. There are clear procedures for dealing with prejudice-related bullying and incidents.	Our policy for responding to prejudice-related bullying and incidents is available on our website: https://www.somerset.org.uk/sites/greenfylde/SitePages/Key%20Information%20and%20Policies.aspx
15. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.	Evidence of this comes from our most recent Ofsted report: https://www.somerset.org.uk/sites/greenfylde/SitePages/Key%20Information%20and%20Policies.aspx In addition, we have evidence from: - Pupil Voice meetings Internal School Questionnaires to parents, lessons with our SCARF resources. Feedback from children and parents

Curriculum

16. Focused attention is paid to the needs of specific groups of pupils (for example those who have Special Educational Needs, Travellers and those who are learning English as an additional language) and there is extra or special provision for certain groups, as appropriate.	If you wish to discuss such support please contact: Mrs Kerry Lewis - the school's Special Educational Needs Co-ordinator (SENCo)
17. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.	Examples of this include: Studies of other communities, both in Britain and abroad Studies of other faith systems
18. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.	Examples of this include: SCARF tools from Life Education whose mobile classroom visits annually. Collective Worship- based around values of fairness and justice Charity related activities for courageous advocacy Community related events e.g. Remembrance
19. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.	If you wish to discuss equality matters related to curriculum materials please contact: The Headteacher

Consultation and involvement

20. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation).	Examples of how we have consulted and involved parents and other people include:- Parental Questionnaires Ethos consultation 2018/2019
21. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act (which may sometimes involve targeted consultation).	Examples of how we have consulted and involved pupils include: Pupil Questionnaires Pupil Voice meetings School Council