



Equality Information and Objectives Policy

Rudyard Kipling Primary School

January 2018

Together we will help each other to achieve our best

Introduction

Rudyard Kipling Primary & Nursery School is committed to ensuring all staff, pupils and members of our community feel warmly welcomed and included. We challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to access and learning and create an inclusive practice whereby the needs of all children are met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

This is achieved by ensuring the well-being of all pupils. These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT; assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parent/carers, other schools and the local community.

We recognise and welcome our equality duties as set out in the Equality Act 2010 and this documents highlights our commitment to:

1. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
2. Eliminate discrimination and other conduct that is prohibited by the Act.
3. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only),
- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- marriage and civil partnership
- pregnancy and maternity (staff only)

We welcome the involvement of and feedback from the school community on this information and the objectives. We value pupil and parent voice and encourage all stakeholders be a part of the publication of this document.

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Fostering Good Relationships:

- To further promote PSHE and wider curriculum to ensure gender and other stereotypes are being challenged and the school is a safe space for pupils / students to express their gender identity how they wish to
- To provide staff training updates on equality and diversity issues
- To continue the commitment to Restorative Justice pervading all aspects of school life
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Fostering good relations information

We aim to foster good relations by:

- Creating a warm atmosphere where children feel listened to, '*everyone listens- at all levels across the school*', Ofsted 2017.
- The School working towards achieving the Rainbow Flag Award
- Starting the Year with a Learning Walk in Partnership with EMAS to ensure our environment reflects our community, challenges discrimination and celebrates diversity.
- Promoting our School Values throughout the school
- Developing and promoting the PSHE curriculum to ensure they are planned opportunities to explore values and attitudes, understand similarities and differences and builds understanding of different groups and our own identities.
- The charity work that is run by pupils and students also helps to foster good relations.
- For pupils and students who struggle to understand the importance of respect for others receive support through the Learning Mentors Nurture groups and when appropriate work in partnership with outside support such as the Police School Liaison team
- To provide opportunities for pupil Voice to lead whole school development through pupil conferencing and the Safe and Well at School Survey
- To deliver inputs and activities that value supportive and listening friendships between children and adults emphasising similarities (rather than differences) and shared interests

Fostering good relations objective(s)

- To develop the PSHE teaching and learning through the introduction of a full scheme of work and promoting diversity and celebrating difference
- To work in partnership with Safety Net to support families with children with mental health difficulties
- To further develop and embed Restorative Justice Approaches in class and on the playground

Eliminating Discrimination:

- To continue to monitor bullying type incidents especially around race, gender / gender identification, sexuality and social standing / status

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- To continue to review the anti-bullying policy in consultation with the whole school community and in particular protected groups of pupils / students to increase numbers of pupils / students reporting that their school is good at dealing with bullying.
- To ensure planned school events and celebrations include representation of diverse groups

Eliminating discrimination information

- We work in partnership with parents and carers, pupils and students and the whole school community to prevent all forms of bullying and prejudiced based behaviour and you can read more about our approach to bullying and eliminating discrimination in our Behaviour Policy and SEN Policy.
- All bullying and prejudiced based incidents are recorded. These records are used to inform the assembly programme and the PSHE education curriculum and to support and track individual pupils / students. Incidents are discussed during pastoral meetings and reported termly to governors meetings. The school also participates in the local authority Safe and Well School Survey this data is also analysed and used to measure impact and inform next steps. This data is reported back to the whole school community on an annual basis.
- *'Pupils say they feel safe and secure in school'*, Ofsted 2017.
- In our Reception to Year 3 Safe and Well at School Survey, 98% of the 211 surveyed children said that there were children in the school that they wanted to play with.
- In our year 4 – year 6 survey, 93% of children said that they felt safe in our school, which was an increase from the previous year and 2% above the average across Brighton and Hove.

Eliminating discrimination objective(s)

- To continue to monitor bullying type incidents especially around race, gender / gender identification, sexuality and social standing / status
- To continue to review the Behaviour Policy in consultation with the whole school community and in particular protected groups of pupils / students to increase numbers of pupils / students reporting that their school is good at dealing with bullying.
- To ensure planned school events and celebrations include representation of diverse groups and that similarities and shared experiences are also seen to be important.
- Advance equality of opportunity information
- We work in close partnership with parents, carers and external professionals to ensure that children are provided with the best opportunities in which to flourish, regardless of their starting points in life.

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- Equalities and Diversity Learning Walk to set targets and help us develop our school to promote diversity, the School Values and raising aspirations for all
- All staff are aware of the need to reduce the disparity in attainment and progress of our most socially disadvantaged pupils against those who are not nationally and employ a range of strategies.
- All available data is scrutinised termly including vulnerable groups and those with a social disadvantage. The information is shared with teachers and governors and is a central concern in pupil progress meetings.
- To develop playground behaviour following the Safe and Well at School survey and the target set by Ofsted, '*pupils behaviour during lunchtime break is the same quality as their behaviour during lessons*', Ofsted May 2017.
- The playground monitoring project, working in partnership with school governors is in place as well as the long term action plan to support and develop the skills of the MDSA team is already well received with positive outcomes

Advance Equality of Opportunity:

- To raise the attainment and progress of those children in receipt of the pupil premium
- To consider ways of closing the gap in attainment between those children with special educational needs and/or disabilities and those without

Advanced Equality of Opportunity Information

Contextual information

Rudyard Kipling Primary School and Nursery is a two form entry school with most pupils having White British backgrounds.

	Rudyard Kipling School	Local Authority
Free School Meals	20%	14%
Pupil Premium	39%	24%
SEN	29%	13%
Ethnic Minorities	16%	27%

There is a high proportion of children with social, emotional and mental health needs. Many of these children present with challenging behaviour.

A small number of pupils speak English as an additional language.

We are also aware that there may be children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or to the biological sex to which they were assigned. We are also aware that children in our school may grow up to be lesbian, gay or bisexual. We also know that our staff and parents and carers will be represented across all the protected groups.

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We are an Inclusive school who work in close partnership with parents, carers and external professionals to ensure that children are provided with the best opportunities in which to flourish, regardless of their starting points in life.

'Leaders expect all pupils, regardless of background or ability, to attend regularly, so that they can achieve well', Ofsted 2017.

Percentage of Disadvantaged Pupils 'Working at the Expected Level' (EXS): KS1

Reading	65% (79%)	Writing	61% (72%)	Maths	65% (79%)
Science	74% (86%)			RWM	66.7% No data

- Colour coding against national average 2017

Percentage of Disadvantaged Pupils 'Working at the Expected Level' (EXS): KS2

Reading	71% (77%)	Writing	63% (81%)	Maths	88% (80%)
GPS	67% (82%)			RWM	54.2% (67%)

- Colour coding against national average (2017 un-validated levels) from LA pack

Although disadvantaged children's attainment was lower than National levels, it has increased this year and the difference is diminishing.

The number of disadvantaged children at Rudyard Kipling Primary School working at expected levels in Reading, Writing and Maths all exceed the Brighton and Hove Local Authority levels.

Children with SEN are exceeding in all areas when compared to the Brighton and Hove Local Authority levels. Children working at expected levels in KS2 are as follows:

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Subject	Rudyard Kipling Primary	Local Authority
Reading	44%	26%
Writing	44%	18%
Maths	56%	24%
Combined for RWM	37%	15%

Advanced Equality of Opportunity Information objective(s)

To continue to be committed to 'closing the gap' by auctioning the following:

- Y2 teachers to continue to attend LA moderation for writing, thus ensuring Excellent practise across the cluster is both shared and that consistency in approach with regards to closing the gap is assured
- For Phase Leaders and experienced SLT members to offer ongoing support to all teachers in supporting disadvantaged pupils
- For collaboration experiences to be planned into Reading, Writing and Maths moderations; this whole school approach will again provide teachers with opportunities to share practises which have been proven to be effective
- Disadvantaged children to be highlighted by teachers and levels of future support discussed at Pupil Progress Meetings with the aim of making accelerated progress,
- Following Pupil Progress Meetings the SENCo, ECAR, ECC and Inclusion teams to plan provision for all additional needs and children with poor progress/ attainment