

# THE ORCHARD PRIMARY SCHOOL

## Equality Duty and Objectives

Summer 2022



	<b>Date</b>	<b>Review Date</b>	<b>Author</b>	<b>GB Committee</b>
Equality Duty	Spring 2022	Spring 2024	HT	Curriculum and Community

The Equality Act 2010 introduced a single Public Sector Equality duty that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics. Equality is ensuring that individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs. The Equality Act prohibits all employers, service providers and providers of education from discriminating against, harassing or victimising individuals.

We give due regard and consideration for the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion and belief
- gender
- sexual orientation

### **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 (specific duties) Regulations 2011, which require schools to publish equality objectives.

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

### **Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils

- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 1. CONTEXTUAL INFORMATION

Orchard Primary School is a large primary school with 700 pupils aged between 3+ and 11 which was formed in September 2008 following the amalgamation of Orchard Infant and Nursery School with Orchard Junior School. It is situated in the centre of Hounslow and serves a diverse local community that has high levels of mobility and a significant number of children from different ethnic backgrounds.

- Our school has pupils of four major faiths – Muslim, Sikh, Hindu and Christian and has a Determination for Collective Worship which enables us to provide a programme for our daily act of worship which reflects the school community.
- 96% of the school population is from different ethnic backgrounds; with 75% having a home language that is not English.
- Ethnicity – the majority of our children come from India or Pakistan with next largest group being African
- SEN – 19% are on the Special Needs Register including those with Education Health Care Plans. The SEN profile for the school has changed significantly in recent years with more children with complex needs joining the school.
- Gender – there are more boys (52%) than girls throughout the school with some year groups having significantly more boys
- FSM - 19% of the children are eligible for free school meals

## 2. EQUALITY DUTY

The Orchard Primary School aims to meet its obligations under the public sector equality duty by (Equality Act 2010) having due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin or religious beliefs
- promote and advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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 adults and children which are connected to a particular characteristic they have (e.g. pupils with disabilities..

- Taking steps to meet the needs of adults and children who have a particular characteristic
- Encouraging adults and children to participate in all aspects of school life including activity in which participation by such persons is disproportionately low.
- Seeking to develop an understanding of, and promotion of, human equality and equal opportunities
- Promoting good relations between members of different groups, including racial, cultural and religious groups and communities
- Enabling pupils to take responsibility for their behaviour and relationships with others
- Preventing unequal treatment on groups of disability

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, citizenship and personal, social, health and economic (PSHE) education, but 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.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies , visiting local places of worship, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. 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 school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

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

When planning trips and visits a risk assessment is completed which includes any consideration which needs to be made for the needs of particular children. This is stored electronically as part of the LA risk assessment system for trips and visits.

## **COMMITMENT**

We will not discriminate on any grounds and believe that it is our responsibility to promote equality and diversity wider than the characteristics covered by the legislation. We constantly work to remove barriers and challenge behaviours that could lead to unequal outcomes for identified groups of pupils, staff, parents and carers, visitors or members of the local community

## **PROMOTING EQUALITY: CURRICULUM**

Our main aim is to provide every child with the opportunity to succeed, reaching the highest level of personal achievement. We give consideration of the following in our efforts to meet this aim:

- All pupils have access to a rich, broad, balanced and relevant curriculum
- We ensure that equality of opportunity is considered and reflected in teaching, learning and the curriculum provision. We foster good relations through the promotion of community cohesion and the celebration of diversity.
- Our curriculum provides opportunities for the exploration of concepts and issues related to diversity, identity and equality.
- We offer a range of quality texts which represent our pupils and families, different faiths and cultures.

## **PROMOTING EQUALITY: ACHIEVEMENT**

We have high expectations of all pupils regardless of their age, gender, ethnicity, ability, social background or orientation. To this end:

- All adults at The Orchard Primary School must be good, positive role models in their approach to all issues related to equality of opportunity.
- The needs of individuals and groups within school are identified and used to focus interventions to address gaps in achievement.
- A high priority throughout the school is placed on the provision for pupils with SEND or any other disadvantage or vulnerability.
- A range of teaching approaches are used to ensure that all pupils are motivated, positive and enthusiastic about their learning and effective learning takes place for all pupils.

## **PROMOTING EQUALITY: ETHOS**

We place great importance on the Orchard Child, our school values, rules and expectations along with British values to promote respect and kindness. We expect that all members of our school community will reflect these values and expectations in all their behaviours at school. We promote these expectations and values through the curriculum, assemblies and all aspects of school life.

- Reasonable adjustments are made to ensure access for pupils, staff, parents and visitors with disabilities wherever possible.
- All pupils are expected to reflect the values of the Orchard Child both in school and when out on school trips.

## PROMOTING EQUALITY: STAFFING

- All those involved in recruitment and the appointment process are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment. They ensure good equality practice through the recruitment and selection process.
- All staff will receive training and opportunities for professional development, both as individuals and as groups, to support them in carrying out their roles.
- We ensure that we are up to date with current employment legislation to ensure our policies and procedures conform.

## PROMOTING EQUALITY: COUNTERING AND CHALLENGING HARASSMENT AND BULLYING

- The school does not accept any forms of discriminatory behaviour and this is made clear to all those involved with the school including staff, pupils and parents.
- We hold an anti-bullying week each year to inform and challenge discriminatory behaviour. This is consolidated and reinforced throughout the year through assemblies and the PSHE curriculum.
- We have clear procedures for dealing with prejudice related bullying incidents including incidents that discriminate against children and adults in our school with protected characteristics, e.g. homophobic bullying.
- We report any incidents of racist behaviour to the Governing Board each term.

### 1. EQUALITY OBJECTIVES

<b>A</b>	To improve the attainment and progress of identified pupils – Pupil Premium , boys,
<b>B</b>	To narrow the gap in performance of boys and girls
<b>C</b>	To narrow the gap in performance of SEN / disabled pupils and non-SEND pupils

### 1. DESIRED OUTCOMES

		<i>Success criteria</i>
<b>A.</b>	Attainment increased for all pupils but for PPG pupils and boys in particular	PPG pupils make as much progress as non-PPG pupils across KS2 in Reading and Maths (SDP priorities) measured in teacher assessments, moderation activities and SATS

		Boys contribute to the increase in attainment and progress for all pupils.
<b>B.</b>	Identified gaps are addressed and met by an effective curriculum, assessment and interventions so that the attainment and progress of boys is closer to that of girls in all year groups	Boys make accelerated progress and close the gap in attainment and progress with girls.
<b>C.</b>	The needs of SEN/disabled pupils are met through effective assessment, an appropriately adapted curriculum and interventions..	SEND pupils make accelerated progress and close the gap in attainment with other pupils

## QUALITY OF TEACHING FOR ALL

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C	Dedicated daily TA time	<ul style="list-style-type: none"> <li>• Daily individual and small group interventions – phonics, reading, maths, writing support.</li> <li>• Small group support in classes to enable children to make progress in English and maths lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Monitored via the provision map</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> <li>• Whole school strategy</li> <li>•</li> </ul>	SLT/ YO	Termly
A, B, C	Assertive mentoring meetings with all pupils (Yr1- Yr6)	All pupils have the opportunity for discussion about their achievements and future targets. (where they are, where they need to be and how to get there.)	<ul style="list-style-type: none"> <li>• Whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> <li>•</li> </ul>	CH/EE	Termly
A, B,C	Termly progress meetings	To support analysis, planning and target setting for groups in each class	<ul style="list-style-type: none"> <li>• Whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> </ul>	EE/YO	Termly
A, B, C	Feedback meetings	To allow teachers to meet with identified children more frequently on a 1-1 basis re: learning	<ul style="list-style-type: none"> <li>• Part of whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> </ul>	CH EE YO	Termly



## TARGETED SUPPORT

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A	Additional teacher support in Yr6	To support identified groups of pupils to achieve their targets, make at least expected progress in English and Maths and reach age related expectations	<ul style="list-style-type: none"> <li>• Part of whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> </ul>	EE/AC	Termly
A, B	1-1Tuition and small group support	To ensure identified pupils achieve their targets in Maths and English through 1-1 and small group targeted support to reach age related expectations (secure) in Yr6.	<ul style="list-style-type: none"> <li>• Provision monitored and pupils identified each term</li> <li>• Progress meetings</li> </ul>	EE / AC (SLT)	Termly
C	Commissioned Speech Therapist	Speech therapist working 1 day per week with children, TAs and teachers – including inset for all staff. To support identified pupils to develop	<ul style="list-style-type: none"> <li>• Provision monitored and pupils identified each term</li> <li>• Inclusion / SEN meetings</li> <li>• Progress meetings</li> </ul>	YO	Termly
A, B, C	Phoenix counselling service – Play therapy	To support vulnerable pupils with social and emotional needs that have an impact on engagement, behaviour, learning and achievement.	<ul style="list-style-type: none"> <li>• Provision monitored and pupils identified each term</li> <li>• Inclusion / SEN meetings</li> <li>• Progress meetings</li> </ul>	YO	Termly
A, B, C	‘Structured conversations’ with some identified parents	Discussion with parents to clarify targets and barriers to learning, behaviour, attendance, home learning etc. and support parents may need – Year Leads	<ul style="list-style-type: none"> <li>• Pupils identified and followed through the year.</li> <li>• Progress meetings</li> </ul>	SLT	

## OTHER APPROACHES

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A,B,C	Attendance Support Officer (EWO) employed	<ul style="list-style-type: none"> <li>• Absence rates</li> <li>• Number of PPG pupils judged to be persistent absentees.</li> <li>• Gaps in learning for some pupils with poor attendance.</li> <li>• To allow for increased monitoring – children need to ‘attend in order to attain’ as expected.</li> <li>• Home visits, meetings with parents, support groups for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring by HT – regular data from Attendance Officer (SW)</li> <li>• Targeting of pupils / families</li> </ul>	CH	Weekly by SW
A,B	Parent workshops	To promote reading and maths in Reception, phonics in Yr1, maths in Yr2 and Reading in Yr4 and Yr5. – particular parents invited to attend the workshops to support them	<ul style="list-style-type: none"> <li>• Part of whole school strategy</li> <li>• SLT responsible for key areas</li> <li>• Regular monitoring and feedback</li> <li>• Review of system</li> </ul>	SLT	Termly

## Additional detail

The following documents have supported the school with these Equality Objectives

- School analysis and self-evaluation
- School development plan
- School monitoring information
- External reports
- The Pupil Premium strategy