

THE ORCHARD PRIMARY SCHOOL

Equality Duty and Objectives

Autumn 2017



	Date	Review Date	Author	GB Committee
Equality Duty	Autumn 2017	Autumn 2020	HT	Curriculum and Community
Equality Objectives	Autumn 2017	Autumn 2018	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.

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. The school 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 70% having a home language that is not English and 33 different languages are spoken.
- Ethnicity – the majority of our children come from India (28%) or Pakistan (29%) With next largest group being African (9%)
- SEN – 17% are on the Special Needs Register including those with statements or 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 – currently Year 1 (57%) and Year 2 (60%).
- FSM - 23% 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;
- 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 (eg pupils with disabilities, or gay pupils who are subject to homophobic bullying.
- 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.

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.

3. EQUALITY OBJECTIVES

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

4. DESIRED OUTCOMES

		<i>Success criteria</i>
A.	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.	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.
C.	The needs of SEN/disabled pupils are met through effective assessment, an appropriately differentiated curriculum and interventions..	SEND pupils make accelerated progress and close the gap in attainment with other pupils

i. 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"> • Daily individual and small group interventions – phonics, reading, maths, writing support. • Small group support in classes to enable children to make progress in English and maths lessons 	<ul style="list-style-type: none"> • Monitored via the provision map • SLT responsible for key areas • Regular monitoring and feedback • Review of system • Whole school strategy • 	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"> • Whole school strategy • SLT responsible for key areas • Regular monitoring and feedback • Review of system 	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"> • Whole school strategy • SLT responsible for key areas • Regular monitoring and feedback 	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"> • Part of whole school strategy • SLT responsible for key areas • Regular monitoring and feedback 	CH EE YO	Termly

ii. 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"> • Part of whole school strategy • SLT responsible for key areas • Regular monitoring and feedback 	EE/DR	Termly
A, B	1-1 Tuition 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"> • Provision monitored and pupils identified each term • Progress meetings 	YO / DR (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"> • Provision monitored and pupils identified each term • Inclusion / SEN meetings • Progress meetings 	YO	Termly
A, B, C	Phoenix counselling service	To support vulnerable pupils with social and emotional needs which have an impact on engagement, behaviour, learning and achievement.	<ul style="list-style-type: none"> • Provision monitored and pupils identified each term • Inclusion / SEN meetings • Progress meetings 	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"> • Pupils identified and followed through the year. • Progress meetings 	SLT	
A,B	Specific fortnightly small group teacher support – Yr 6	Target specific reading support for an identified Yr 6 group	<ul style="list-style-type: none"> • Pupils identified and monitored each term • Progress meetings 	AHT	

B	1-1LSA 'mentoring'	Regular 1-1 support (daily) for identified pupils with particular behaviour needs – enabling those pupils to access the curriculum	<ul style="list-style-type: none"> Inclusion / SEN meetings 	YO	
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iii. 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?
	Attendance Support Officer (EWO) employed	<ul style="list-style-type: none"> Absence rates Number of PPG pupils judged to be persistent absentees. Gaps in learning for some pupils with poor attendance. To allow for increased monitoring – children need to 'attend in order to attain' as expected. Home visits, meetings with parents, support groups for pupils 	<ul style="list-style-type: none"> Monitoring by HT – regular data from Attendance Officer (SW) Targeting of pupils / families 	CH	Weekly by SW
E	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"> Part of whole school strategy SLT responsible for key areas Regular monitoring and feedback Review of system 	SLT	Termly

5. 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