

Masefield Primary School



Equality Scheme

2017-2020

This is a working document which will be monitored and reviewed annually.

Inclusion

As a school we ensure that all pupils and staff are treated fairly and equally. All pupils have equal rights to access all areas of the curriculum, regardless of race, gender and disability. The leadership and all staff endeavour to provide the appropriate provision for this to occur.

Policy statement

- a) In accordance with our Mission Statement and school values and school ethos we pledge:
 - to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.

- b) We will assess our current school policies and practices implementing all necessary resulting actions in relation to:
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation, and
 - age.

- c) We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
 - ethnicity,
 - religion or belief, and
 - socio-economic background.

Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

Community cohesion

Almost all our pupils are from a White British background; therefore we have adopted a more explicit approach to multicultural teaching and learning in order to prepare them for their diverse world, with many culture and beliefs. The social context of the area indicates that we are in a mixed social area of Bolton. The proportion of pupils known to be eligible for free

school meals is slightly above national average. The proportion of disabled pupils and those with special educational needs is slightly below national average.

Responsibilities

One named governor Mrs Gillian Houghton takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school's equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Head of School is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Mrs Lisa Whittaker and Mrs Gemma Topolinski are responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

Staff development

All staff are given equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

Publication and review

This equality scheme fulfils statutory requirements under the terms of legislation. As a public document, the school governors publish it by making it available on request and by being available for viewing on the schools website.

The scheme will be kept under regular review for three years and then replaced in September 2020.

Reporting on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each school year, i.e. July 2018, 2019 and 2020. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

How we conduct equality impact assessment

As a school we carry out rigorous monitoring and analysis of all pupils and their progress half termly, termly and annually so the Head of School, SLT, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. Through analysis by the Head of School, SLT, SENCO and subject leaders we are aware of any groups or individuals who are not making at least expected progress.

Evidence of this process can be found in the school office.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the monitoring and analysis of pupil progress including the monitoring of all identified groups.
- ii. from the following data- ASP, schools own tracking system, pupil progress and teacher assessment records, assertive mentoring records and pupil files. SEN and behaviour files
- iii. and from involving relevant people (including disabled people) from the start in consultation and discussion.

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation and
 - age.

Equality Objectives 2017-2020

Equality objectives
To ensure that identified vulnerable groups of pupils, including FSM, Boys, EAL/INA and SEN achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.
To raise attainment of Gifted and talented pupils throughout the school.
To improve the outcomes for lower ability pupils and those with special educational needs.
To increase the understanding and respect for different cultures and religions from their own.
To improve the outcomes for pupils in Key Stage 1.

Evaluation of Equality objectives July 2018	
To ensure that identified vulnerable groups of pupils, including FSM, Boys, EAL/INA and SEN achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.	Regular pupil progress meetings continue to monitor pupils' achievements, ensuring that appropriate intervention and support are put in place to support vulnerable groups and those children identified as having gaps in their learning. In September 17 a new assessment system was introduced, which enabled personalised targets for both progress and attainment to be set, based in the varying needs of our pupils. The system can be easily filtered to track any specific vulnerable group. This has ensured that all targets are challenging, yet achievable. Analysis of data indicated that the majority of pupils within these vulnerable groups made at least expected progress. Where rates of progress appear to be less than good in a year group, more frequent pupil progress meetings take place and further SLT support is given to the class teacher.
To raise attainment of Gifted and talented pupils throughout the school.	The system for identifying Gifted and Talented pupils was updated during the Academic Year 17-18. Staff were trained on how to identify and plan for these pupils. As the system is new, it will need to be embedded and monitored throughout the next academic year, in order to ensure maximum impact.
To improve the outcomes for lower ability pupils and those with special educational needs.	Progress for the Lower Ability and SEN children in the majority of cases was expected, however some children still made less than expected progress. This must remain a focus in the 18-19 Academic Year. SLT will use the updated assessment system to analyse data and will ensure the accuracy of identification and provision for LA and SEN children through regular monitoring and moderation.
To increase the understanding and respect for different cultures and religions from their own.	The school has discussed and displayed the rights of all people in our school. The school has formed the behaviour policy with these rights at the core. Each class has displayed core values which are permeated into all lessons and assemblies. The school has robust systems for reporting all homophobic, racist and discriminatory comments. Masefield follows the Bolton Sacre RE policy and scheme of work. The school also holds a multicultural week that celebrates

	other cultures and religions from the pupils' own. The RE lead has mapped out a calendar of visits to a variety of places of worship for each year group, providing them with a wealth of cultural experiences different from their own. Each Wednesday assembly focuses on a different religious festival (where relevant for that time of year). This also helps to broaden the children's knowledge and understanding of the diverse world in which we live.
To improve the outcomes for pupils in Key Stage 1.	Although the outcomes at KS1 for 17-18 were higher than 16-17, there are still improvements to be made. As such, this is one of the Key Priorities on the 18-19 School Improvement Plan.

Evaluation of Equality objectives July 2019	
To ensure that identified vulnerable groups of pupils, including FSM, Boys, EAL/INA and SEN achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.	Regular pupil progress meetings continue to monitor pupils' achievements, ensuring that appropriate intervention and support are put in place to support vulnerable groups and those children identified as having gaps in their learning. The new assessment system was introduced in September 17, has enabled personalised targets for both progress and attainment to be set, based in the varying needs of our pupils. This has ensured that all targets are challenging, yet achievable. Analysis of data indicates that the majority of pupils within these vulnerable groups made at least expected progress. Where rates of progress appear to be less than good in a year group, more frequent pupil progress meetings take place and further SLT support is given to the class teacher. Class structures for 19-20 were reviewed and year groups that were identified as having a number of children who require additional support have been split into smaller classes. Other classes with identified pupils have been allocated additional Teaching Assistant support.
To raise attainment of Gifted and talented pupils throughout the school.	The updated system for identifying Gifted and Talented pupils continued to be used in the 18-19 Academic Year. Staff were supported by the Gifted and Talented Lead on how to identify and plan for these pupils. There is a new Gifted and Talented lead for the academic year 19-20. In order to ensure that there is continuity in provision, as well as improvements in standards, the new lead will meet regularly with the Head of School, as well as ensure that there is a rigorous handover from the previous lead.
To improve the outcomes for lower ability pupils and those with special educational needs.	Progress for the Lower Ability and SEN children in the majority of cases was expected, however some children still made less than expected progress. This must remain a focus in the 19-20 Academic Year. The Head of School and Executive Headteacher will continue to meet regularly with staff in order to discuss the progress of identified pupils and ensure that appropriate support is in place to meet their individual needs. The SENCO will hold termly drop-in sessions for staff where they can discuss children who they feel may require additional support. The SENCO will continue to support staff by monitoring class action plans and interventions and providing regular feedback on how to further enhance provision for identified children.
To increase the understanding and respect for different cultures and religions from their own.	The school has robust systems for reporting all homophobic, racist and discriminatory comments. The use of CPOMs to securely record any incidents has made monitoring and action planning much more effective. Masfield follows the Bolton Sacre RE policy and scheme of work. The school also holds a multicultural week that celebrates other cultures and religions from the pupils' own. During 18-19 each year group visited a different religious setting, organised by the RE lead. This will continue into the new academic year and moving forward, so that by the time they leave school our children will have experienced a variety of religious settings. Wednesday assemblies still focus on a different religious festival (where relevant for that time of year). This also helps to broaden the children's knowledge and understanding of the diverse world in which we live.

To improve the outcomes for pupils in Key Stage 1.	Key Stage 1 Data 18-19				
	% EXP+		% GD		
	Target	Actual	Target	Actual	
	Reading	75%	73%	15%	13%
	Writing	72%	70%	10%	10%
	Mathematics	75%	78%	18%	15%
Combined Score	65%	70%	10%	8%	
Data for 18-19 shows that not all targets were met, however this was down to two children who did not achieve as expected. Case studies have been created which identify the additional needs that the children need. These have been used to inform class action plans and ensure that the children receive the necessary support to meet their individual needs in Year Three.					

Evaluation of Equality objectives July 2020	
To ensure that identified vulnerable groups of pupils, including FSM, Boys, EAL/INA and SEN achieve challenging targets and the gaps in attainment for these pupils are reduced. Pupils to make at least expected to good progress.	
To raise attainment of Gifted and talented pupils throughout the school.	
To improve the outcomes for pupils with lower ability pupils and those with special educational needs.	
To increase the understanding and respect for different cultures and religions from their own.	
To improve the outcomes for pupils in Key Stage 1.	

11. Access Plan 17-20

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Objectives
i. Improvements in access to the curriculum	The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.
ii. Physical improvements to increase access to education and associated services	To improve access and make positive adjustments for disabled pupils.
iii. Improvements in the provision of information in a range of formats for disabled pupils	To further develop all information given to pupils and their parents ensuring it is accessible.

	Evaluation of objectives July 2018
i. Improvements in access to the curriculum	Regular pupil progress meetings continue to monitor pupils' achievements, ensuring that appropriate intervention and support are put in place to support vulnerable groups and those children identified as having gaps in their learning. Where rates of progress appear to be less than good in a year group, more frequent pupil progress meetings take place and further SLT support is given to the class teacher. The school continues to access outside agencies such as the Educational Psychologist, Behaviour Support Service and Ladywood Outreach to support children. This year two children have received EHCPs, and 2 have been diagnosed with IRLLEN syndrome. There is currently 1 EHCP application in progress. Appropriate resources are provided for these children and staff have attended training in order to ensure they are able to meet the needs of these children.
ii. Physical improvements to increase access to education and associated services	All reasonable adjustments have been made to support individual pupils. Medical forms remain up to date. Healthcare plans are in place for identified pupils and reviewed regularly with parents. School learning environments continue to be improved. Classes have been streamlined into single-age groups. This makes planning targeted and focused support much more manageable. Where children have been identified as having additional needs, appropriate adult support is in place. Years 2, 5 and 6 are small classes of approx. 20 children each. This is where rates of progress were identified as needing to be addressed and so smaller classes would be more conducive to this. The hall has undergone major remodelling this year. There is now an additional fire exit from the hall, with ramp access.
iii. Improvements in the provision of information in a range of formats for	School learning environments continue to be improved. There is a regular fortnightly newsletter that goes home and parents are invited to weekly celebration and class assemblies via text message. All reasonable adjustments have been made to support individual pupils. Staff use visual timetables to support pupils with what is happening now and what will be happening next. This approach is used consistently throughout

disabled pupils	<p>school. Children who have been diagnosed with IRLLEN syndrome have been provided with coloured overlays (the colour of the overlay was identified during the screening process). They also have exercise books with blue paper rather than white. Any test papers or worksheets that the children are required to complete are also photocopied onto blue paper in order to ensure that the resources are accessible.</p> <p>Twitter continues to be used effectively to share information with parents, as well as celebrate learning. Curriculum Newsletters are sent home at the start of each new topic, along with Home Learning menus. A list of useful websites accompanies the Home Learning Menu, so that parents are equipped to support their children at home. Class teachers are aware of which parents/carers in their class have literacy difficulties and measures are in place to support them, such as meeting to discuss any letters/upcoming events and providing a Home Learning club in school.</p>
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Evaluation of objectives July 2019	
i. Improvements in access to the curriculum	<p>Regular pupil progress meetings continue to monitor pupils' achievements, ensuring that appropriate intervention and support are put in place to support vulnerable groups and those children identified as having gaps in their learning. Personalised targets were set in September 2017 and these proved to be effective when measuring pupil progress. Targets set were challenging and achievable, based on the individual needs of children, enabling them to experience success at their own level.</p> <p>The school continues to access outside agencies such as the Educational Psychologist, Behaviour Support Service and Ladywood Outreach to support children. This year two children have received EHCPs. Appropriate resources are provided for these children and staff have attended training in order to ensure they are able to meet the needs of these children.</p> <p>Classes were re-structured for September 18, meaning that there are no longer any mixed classes. This was positively received by staff, parents and children. The re-structure has been so effective that the school is currently under consultation to reduce the PAN to 30, which would ensure smaller class sizes and single year groups moving forward.</p> <p>There has been a restructure of the classes for September 19. Where classes were identified as having children requiring additional support, the year group has been split into smaller classes. In some year groups where additional support is required, extra teaching assistants have been assigned to support identified children.</p>
ii. Physical improvements to increase access to education and associated services	<p>All reasonable adjustments have been made to support individual pupils. Medical forms remain up to date. Healthcare plans are in place for identified pupils and reviewed regularly with parents. School learning environments continue to be improved. The fire doors around school have been upgraded. They are now up to date with the most current legislation and ensure our learning environment remains a safe place for all children and adults.</p>
iii. Improvements in the provision of information in a range of formats for disabled pupils	<p>School learning environments continue to be improved. The fortnightly newsletter that continues to be sent home and parents are invited to weekly celebration and class assemblies via text message. All reasonable adjustments have been made to support individual pupils. Staff continue to use visual timetables to support identified pupils with what is happening now and what will be happening next. This approach is used consistently throughout school.</p> <p>Children who have been diagnosed with IRLLEN syndrome continue to use coloured overlays (the colour of the overlay was identified during the screening process). They also have exercise books with blue paper rather than white. Any test papers or worksheets that the children are required to complete are also photocopied onto blue paper in order to ensure that the resources are accessible.</p> <p>Twitter is used to share information with parents, as well as celebrate learning. Curriculum Newsletters are sent home at the start of each new topic, along with Home</p>

	<p>Learning menus. A list of useful websites accompanies the Home Learning Menu, so that parents are equipped to support their children at home. Class teachers are aware of which parents/carers in their class have literacy difficulties and measures are in place to support them, such as meeting to discuss any letters/upcoming events and providing a Home Learning club in school.</p> <p>Staff continue to develop positive relationships with families and where staff are made aware of any parents who may find it difficult to access any information that is sent home via letter, they make sure that they talk this through with the parent in a timely fashion.</p>
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Evaluation of objectives July 2020	
i. Improvements in access to the curriculum	
ii. Physical improvements to increase access to education and associated services	
iii. Improvements in the provision of information in a range of formats for disabled pupils	

12. Community Cohesion Plan 2014-17

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global dimension

	Objectives
i. Teaching, learning and the curriculum	The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.
ii. Equality between groups in school, where appropriate	All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.
iii. Engagement with people from different backgrounds, inc. extended services	To increase the understanding and respect for different cultures and religions other than their own

	Evaluation of objectives July 2018
i. Teaching, learning and the curriculum	<p>All pupils, including vulnerable pupils, continue to be set challenging targets. The vast majority of pupils made good progress in reading, writing and maths and some pupils made outstanding progress (including all of Year 6) . All gaps in attainment are narrowing, especially by the end of KS2. However there is still a gap between FSM and non FSM. The school plans provision and support for identified pupils through regular pupil progress meetings. The school works well with outside agencies and more children are accessing Behaviour Support, Educational Psychologist and Ladywood Outreach and the Early Intervention Team. The Barriers to Learning system continues to be used effectively to identify children who may require additional support, form a pastoral as well as an academic point of view.</p> <p>There has been a restructure of the classes for September 19. Where classes were identified as having children requiring additional support, the year group has been split into smaller classes. In some year groups where additional support is required, extra teaching assistants have been assigned to support identified children.</p>
ii. Equality between groups in school, where appropriate	<p>The school has discussed and displayed the rights of all people in our school and one of these rights is to be included. The school has updated the behaviour policy with these rights at the core and promotes positive behaviour management through the use of Class Dojos. Each class displays 8 Personal Goals, which are permeated into all lessons and assemblies. Due to the successful implementation of the Personal Goals, there is no longer a single weekly focus. Teachers instead reward/praise children when they demonstrate any of the Goals throughout the day. This demonstrates how the Goals have become part of daily life at Masefield. Children are awarded certificates to celebrate particular achievements in these areas. The school has robust systems for reporting all homophobic, racist and discriminatory comments. This information is shared with Governors.</p>

iii. Engagement with people from different backgrounds, inc. extended services	The school follows the latest Bolton Sacre RE policy and scheme of work. Multicultural week continues to celebrate a variety of cultures and religions. Through an engaging curriculum children learn about different cultures and countries, comparing and contrasting these with their own beliefs and experiences. The Personal Goals include links to British Values, which are present in all lessons and assemblies. Parents are invited to attend the weekly Good News Assembly, where our Personal Goals and core values are celebrated. Each year the school holds a multi-cultural week, where a variety of faiths, cultures and traditions are studied, through memorable learning experiences. From September 2018, children in Key Stage 2 will be learning French.
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Evaluation of objectives July 2019	
i. Teaching, learning and the curriculum	<p>All pupils, including vulnerable pupils, continue to be set challenging targets. The vast majority of pupils made good progress in reading, writing and maths and some pupils made outstanding progress. All gaps in attainment are narrowing, especially by the end of KS2. However there is still a gap between FSM and non FSM. The school plans provision and support for identified pupils through regular pupil progress meetings. The school works well with outside agencies and more children are accessing Behaviour Support, Educational Psychologist and Ladywood Outreach and the Early Intervention Team. The Barriers to Learning system continues to be used effectively to identify children who may require additional support, form a pastoral as well as an academic point of view.</p> <p>Progress for the Lower Ability and SEN children in the majority of cases was expected, however some children still made less than expected progress. This must remain a focus in the 19-20 Academic Year. The Head of School and Executive Headteacher will continue to meet regularly with staff in order to discuss the progress of identified pupils and ensure that appropriate support is in place to meet their individual needs. The SENCO will hold termly drop-in sessions for staff where they can discuss children who they feel may require additional support. The SENCO will continue to support staff by monitoring class action plans and interventions and providing regular feedback on how to further enhance provision for identified children.</p>
ii. Equality between groups in school, where appropriate	<p>Personal Goals continued to be used in 18-19 and children are able to explain what these are. Although the children have experienced different faiths and cultures through the curriculum and can explain, to some extent, what it means to be a citizen in modern Britain, there is still room for improvement to ensure that this knowledge and the experiences are fully embedded. As a result, one of the priorities on the School Development Plan for 19-20 is To improve personal and social development for all pupils throughout school. Through this, we will develop the school's Personal Goals, ensuring that they remain an integral part of the curriculum and that they are updated to fully relate to our values and core purpose. The Head of School will also work closely with the PSHCE lead to support staff with developing pupils' understanding of fundamental British Values and how to be responsible, respectful active citizens, contributing positively to society.</p>
iii. Engagement with people from different backgrounds, inc. extended services	<p>The school continues to follow the latest Bolton Sacre RE policy and scheme of work. Multicultural week continues to celebrate a variety of cultures and religions and the PSHCE lead will work closely with the RE lead during the Summer Term to ensure that the 18-19 multi-cultural week remains purposeful and provides a breadth of learning experiences. Through an engaging curriculum children learn about different cultures and countries, comparing and contrasting these with their own beliefs and experiences.</p> <p>During 18-19 each year group visited a different religious setting, organised by the RE lead. This will continue into the new academic year and moving forward, so that by the time they leave school our children will have experienced a variety of religious settings.</p> <p>Children in Key Stage 2 will continue to learn French in 19-20.</p>

	Evaluation of objectives July 2020
i. Teaching, learning and the curriculum	
ii. Equality between groups in school, where appropriate	
iii. Engagement with people from different backgrounds, inc. extended services	