

Old Leake Primary and Nursery School



Single Equalities Scheme 2021 to 2025

Mission Statement & Aims of the School

“Success for All”

We aim for each child to develop:

- A love of learning.
- Working habits, attitudes and a set of values, which last for life.
- Strengths in the key basic skills of speech, reading, writing and numeracy.
- Tolerance, respect and understanding for others.
- The ability to make informed choices.
- Mental and physical fitness, agility and health.

We aim for all to:

- Develop their potential as a person.
- Be able to live and work as an individual and as part of a team.
- Achieve high standards.

We are committed to meet these aims by providing:

- A safe, caring community where learning thrives and pastoral needs are met.
- High quality education advanced by Information Technology.
- A broad and balanced curriculum to challenge all.
- Discipline that is firm, fair and consistent.

And by ensuring that we:

- Encourage honesty, respect and trust.
- Have high expectations.
- Stimulate the desire and motivation for all to learn.
- Value all through praise and acknowledgement of effort and success.
- Develop good relationships between children, staff, parents and governors.
- Promote the school as being at the heart of the community.
- Provide resources effectively and efficiently to benefit all.

School Context

Old Leake Primary is slightly smaller than average-sized rural village Foundation School situated 8 miles north of Boston, the nearest town. The children are from a variety of backgrounds, including a number who live in isolated dwellings. There is a mixed range of housing including private and Local Authority. Information from the census suggests that significantly fewer than average households contain an adult who has attended higher education. Similarly, there are significantly fewer higher class households. The vast majority of pupils are from a white British background. The area suffers from rural deprivation (See IDACI) Provision is made for Nursery learners in the Early Years Foundation Stage. Children are admitted in the term following their third birthday. Children enter our nursery below national average. Children also enter the Reception class below expectations.

We have 34% disadvantaged pupils in receipt of pupil premium funding. 16% of our pupils speak English as an additional language. 25% of pupils are on the SEND register.

Statutory Requirements: The Public Sector Equality Duty

The Public Sector Equality Duty came into force on the 6th April 2011 and replaced the separate duties relating to race, disability and gender equality. In order to comply with the Public Sector Equality duty, set out in section 149 of the Equality Act 2010, all public bodies are required when carrying out their day to day work to have due regard to the need to:

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

The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Protected Characteristics

The Public Sector Equality duty covers the following eight protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

In law a person's age is a protected characteristic in relation to employment and the provision of goods and services however this does not apply to pupils in schools. Therefore, schools are free to organise children in age groups without risk of legal challenge even in the case of pupils over the age of 18 (DfE, Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, 2011, p5).

Public bodies also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply (EHRC, The Essential Guide to the Public Sector Equality Duty, 2011, p9).

Statutory Requirements: The Specific Duties

The specific duties require public bodies to:

Publish information to show their compliance with the Equality Duty, at least annually; and Set and publish equality objectives, at least every four years

All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees);
- Information relating to people who are affected by the public body's policies and practices who share protected characteristics

Setting Equality Objectives

When deciding what equality objectives to set, a public body should take into account evidence of equality issues across all its functions; consider issues affecting people sharing each of the protected characteristics; and think about each of the three aims of the Equality Duty. The number of objectives set should be proportionate to the public body's size; the extent to which its functions affect equality; and the evidence that such objectives are needed. (GEO, Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations, 2011, p6). Equality objectives should be specific and set out how progress will be measured.

Responsibilities

The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The lead Governor for this is: Rebecca Pearson

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to
- publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors,
- staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality
- Duty and receive training and support to carry these out
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it
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Visitors and contactors are responsible for following the relevant school policy.

The Effect of School Policy and Practice on People who Share a Relevant Protected Characteristic

Although there is a statutory duty to publish information about the effect of school policy and practice on service users and employees who share a relevant protected characteristic we recognise that care must be taken to ensure that any information published cannot be used to identify individuals. In respect of the Freedom of Information Act 2000 and the Data Protection Act 1998, analysis of sensitive information was undertaken by a senior member of the school staff and a synopsis will be passed to the stakeholders.

Information about the effect of school policy and practice on service users who share a relevant protected characteristic was drawn from the following sources:

- Standards attained and progress made by different groups of pupils, compared with the
- standards and progress of all pupils nationally
- Standards attained and progress made by different groups of pupils, compared with
- different groups within the school

- Behaviour, bullying and harassment data*
- Exclusions*
- Persistent absenteeism, attendance and punctuality data for different groups of pupils*
- Participation in extra-curricular and extended schools activities*
- Parental involvement in school life (including attendance at open evenings)
- Pupil and parental questionnaires
- Complaints from pupils and parents with different protected characteristics
- Engagement with stakeholder groups

How the information was analysed

The information gathered from the sources above was analysed using two key questions:

Does the information indicate that any aspects of current policy and practice have a negative impact on one or more of the dimensions of equality?

Does the information indicate that any aspects of current policy and practice have a positive impact on equality?

This process enabled us to identify our most significant equality challenges.

What the information tells us about the effect of school policy and practice on service users who share a relevant protected characteristic.

Attainment information 2018 to 19 (NB unable to analyse more recent data due to the disruption caused by Covid 19 in 2019 to 2020)

	Reading			Writing			Maths		
	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog
All	2.4	57	64	2.8	62	73	2.8	62	68
Boys	2.6	60	60	2.5	40	60	2.8	60	60
Girls	2.5	75	73	3.2	75	83	2.6	64	55
SEND	1.8	50	50	2.2	50	50	2.2	0	0
FSM	2.4	80	100	2.6	60	60	2.4	40	40
EAL	2	100	50	4.0	50	100	3.0	100	100
Year 2	Reading			Writing			Maths		
	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog
All	2.9	71	78	2.7	64	78	2.9	71	78
Boys	3	61	77	2.6	46	67	2.8	69	69
Girls	2.7	73	73	2.9	67	87	2.9	73	80
SEND	2.7	50	67	3.0	33	100	2.5	25	50
FSM	3	100	67	3.0	67	100	83.0	3	67
EAL	2.7	67	67	2.7	67	67	3.0	100	100
Year 3	Reading			Writing			Maths		
	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog
All	2.7	60	70	2.2	53	60	2.8	70	80
Boys	3.1	71	82	2.5	59	65	3.0	82	80
Girls	2.2	50	54	1.9	46	54	2.5	54	77
SEND	2.4	33	50	1.5	33	33	1.7	42	42
FSM	2.7	60	70	2.1	60	60	2.8	80	70
EAL	2.7	57	71	2.0	43	57	1.9	57	57
Year 4	Reading			Writing			Maths		
	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog
All	2.1	52	21	3	68	84	2.7	80	60

Boys	2.1	40	21	3.3	53	86	2.6	73	73
Girls	2.1	70	2	2.8	90	90	2.7	90	60
SEND	2.6	20	60	2.5	0	60	2.4	40	60
FSM	3.2	78	78	2.8	67	78	3.4	89	100
EAL	4.0	100	100	3	100	100	3.0	0	100
Year 5	Reading			Writing			Maths		
	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog
All	2.1	52	21	3.0	68	84	2.7	80	60
Boys	2.1	40	21	3.3	53	86	2.6	73	73
Girls	2.1	70	21	2.8	90	90	2.7	90	60
SEND	2.6	20	60	2.3	0	75	2.4	40	60
FSM	2.5	57	50	2.5	57	43	2.7	86	67
EAL	2.0	100	0	3.0	100	100	3.0	100	100
Year 6	Reading			Writing			Maths		
	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog	APS inc	% @ ARE	% prog
All	3.1	63	100	3.0	71	89	2.9	79	86
Boys	3.1	62	100	3.1	62	89	2.8	77	82
Girls	3.1	64	100	2.8	82	89	2.9	82	91
SEND	2.8	17	100	3.0	17	75	3.0	33	100
FSM	2.7	38	100	3.0	50	86	2.9	63	86
EAL	3.0	100	100	3.0	50	100	3.0	100	100

Race / Religion Not applicable

Behaviour, bullying and harassment

Low level behaviour issues are recorded by staff

More severe behaviour issues are monitored by the SLT and recorded on the pupil incident log. If appropriate these pupils are referred to the Pastoral Support Team. There are no significant issues concerning incidents of bullying for those pupils with protected characteristics.

Exclusions

There were no external exclusions in 2019 to 20. Two white British boys accessed intervention places during the year. Both are on the SEND register.

Attendance

	To December	To March	To July
Overall attendance	96.6	95.9	95.6
FSM	96.3	95.7	95.6
Pupil Premium	95.8	95.5	95.3
SEND	94.3	94.6	94.2
EAL	96.0	94.9	95.0
Boys	96.8	96.3	96.2
Girls	96.3	95.4	95.1

Participation in extra-curricular and extended schools activities 2018 to 19

63% of pupils participate in extra-curricular activities. 71% are boys attend extra-curricular clubs but only 57% of girls, suggesting that there is a gender issue. 56% of children on FSM attend clubs which is a smaller proportion than the rest of the school population. 82.4 % of children on the SEND register attend clubs which is a significantly higher proportion than non SEND. The After School Club (which is a paid for club) is attended by 12% of the school population. There are no significant issues regarding attendance at the club by children with protected characteristics though a smaller percentage of girls attend than boys.

Parental involvement in school life (including attendance at open evenings)

94% of parents attended parents evenings last year. The attendance was lower for parents of pupils on the SEND register though this was due, in part to attendance at review meetings and appointments with the pastoral care team.

Currently all but one parent volunteers and members of the Friends of Old Leake School group are female. There is an equal gender balance of parent representatives on the Governing Body but there are no representatives of ethnic minority groups or people for with EAL

Pupil and parental questionnaires

All parents and pupils were surveyed in Summer 2019. No issues relating to gender, race, disability or special educational needs were raised by parents through this survey.

Complaints from pupils and parents with different protected characteristics

The school has received no complaints from parents or pupils with relation to protected characteristics in the last two years at least.

Engagement with Stakeholders

The following stakeholders were engaged to support equality information gathering, equality analysis and objective setting:

All parents were surveyed in Spring 2012 to support equality information gathering. Pupils with protected characteristics were spoken to.

The following stakeholders will be engaged to review progress against our equality objectives:

Staff
Parents
Pupils
Governors

Publishing Information and Equality Objectives

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish our single equality scheme (SES) on the school website
- Raise awareness of the SES through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available and in an appropriate format for visually impaired or EAL users where applicable

Our equality information will be updated on an annual basis.

Progress against our current equality objectives will be reviewed on a regular basis (please see action planning) and new equality objective will be published in 2025.

Policy Development, Implementation and Review: Equality Analysis

When developing, implementing or reviewing any policy, procedure or practice the following questions will be considered in order to analyse the impact on equality:

Could or does this policy, procedure or practice have a negative impact on one or more of the dimensions of equality – namely, could it increase inequalities that already exist? If so, how can we change or modify it, or minimise its impact, or justify it? (Direct discrimination is illegal and cannot be justified)

Could or does this policy, procedure or practice have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that already exist? If so, how can we maximise this potential?

Old Leake Primary School Single Equality Scheme objectives

To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity

To promote cultural development and understanding through a rich range of experiences both in and beyond the school

To promote and develop positive attitudes to learning for all pupils through experiences both in and beyond the school

Recognise children may be emotionally and socially functioning as much younger children and need to consolidate their early learning experiences within school, giving them the curriculum and opportunities to be able to do this

Provide opportunities and experiences for children to acquire the necessary skills to play and interact constructively within their peer group.

Offer a curriculum which meets the developmental needs of the "whole" child.

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

To raise levels of attainment in core subjects for vulnerable learners.

SINGLE EQUALITY SCHEME DATA 2018 to 19

NB data fro 2020 and 21 has been skewed by the Covid 19 pandemic and partial closure of schools

GROUP	OVERALL PARTICIPATION	BOYS	GIRLS	ETHNIC MINORITIES	SEN	FSM
Extra Curricular Clubs	109/172 63.4%	55/77 71.4%	54/95 56.8%	2/2 100%	28/34 82.4%	22/39 56.4%
After School Club	37/172 21.5%	20/77 26%	17/95 17.9%	1/2 50%	9/34 26.5%	13/39 33.3%
Parents attending Parents Evening	162/172 94.1%	69/77 89.6%	87/95 91.6%	2/2 100%	30/34 88.2%	32/39 82.05%