



Equalities Statement and Objectives

1. Requirements

1.1 Change Record

Issue	Date	Author	Description
0.1	November 2018	P Atkin	Draft for discussion
1.0	6 December 2018	P Atkin	Ratification by Governors
1.1	December 2019	P Atkin	Updates for 2019
2.0	4th December 2019	P Atkin	Ratification by Governors
2.1	25 November 2020	P Atkin	Updates for 2020
3.0	2 December 2020	P Atkin	Ratified by Governors

Note: All issues except those of the form 'X.0' are draft.

1.2 Approval and Review

This statement and objectives were discussed and approved by the Full Governing Body on 2 December 2020. They are due for review in the Autumn Term 2021.

2. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

3. Legislation and Guidance

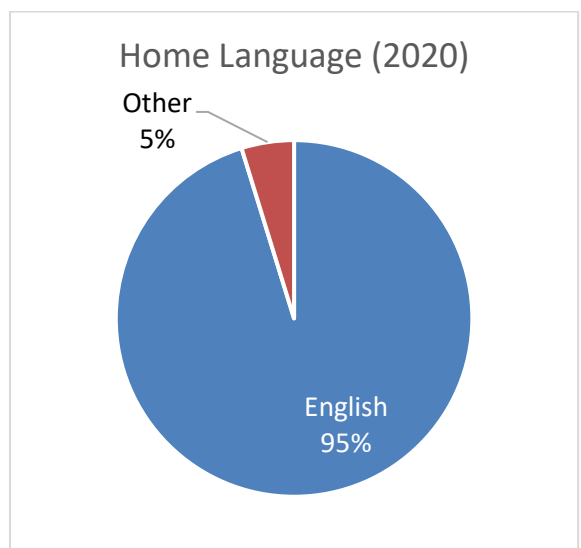
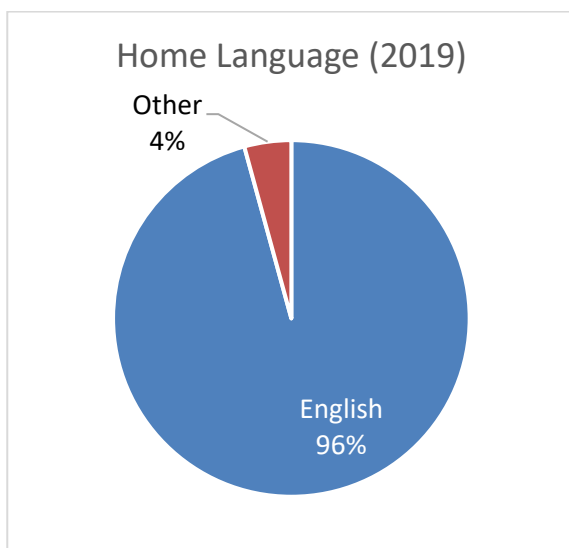
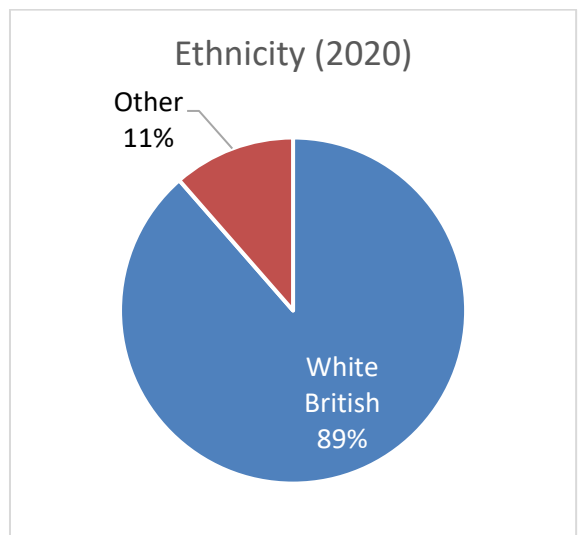
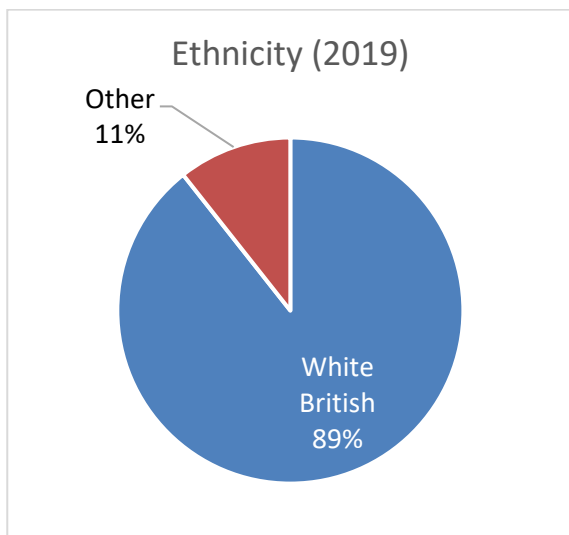
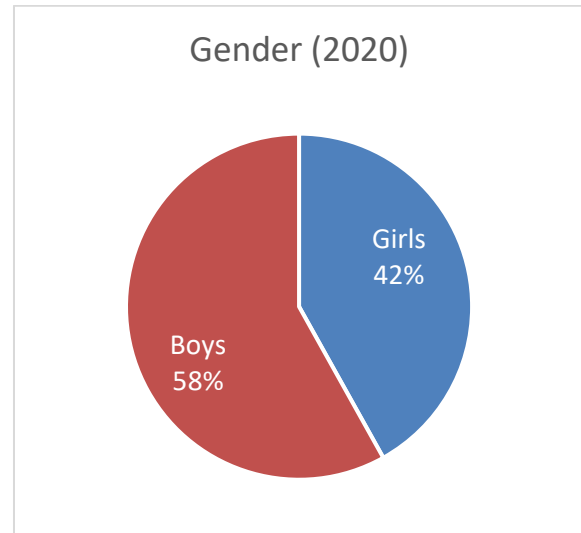
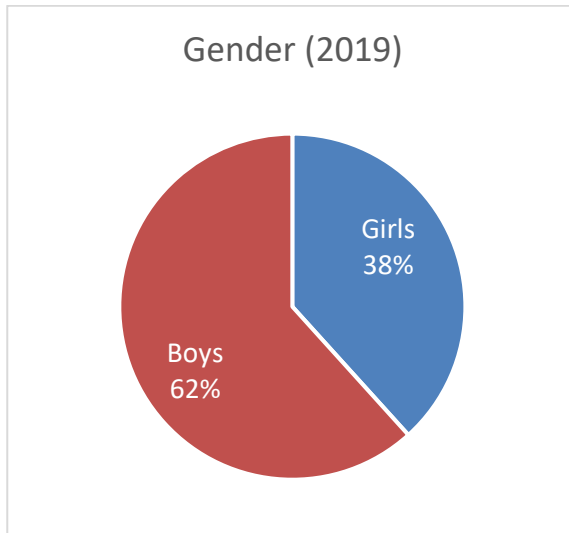
This document meets the requirements under the following legislation:

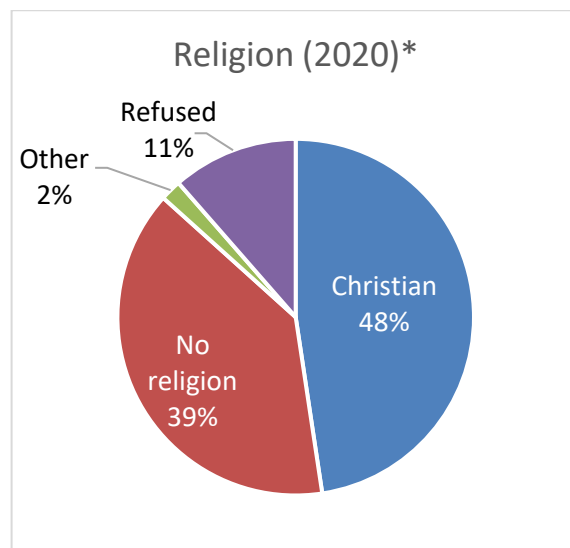
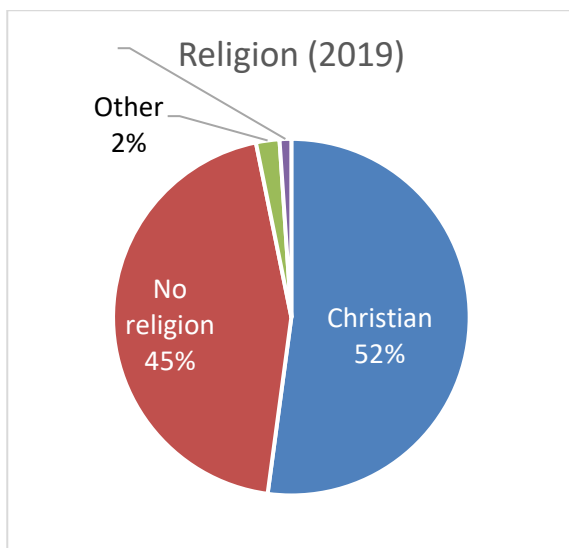
- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

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

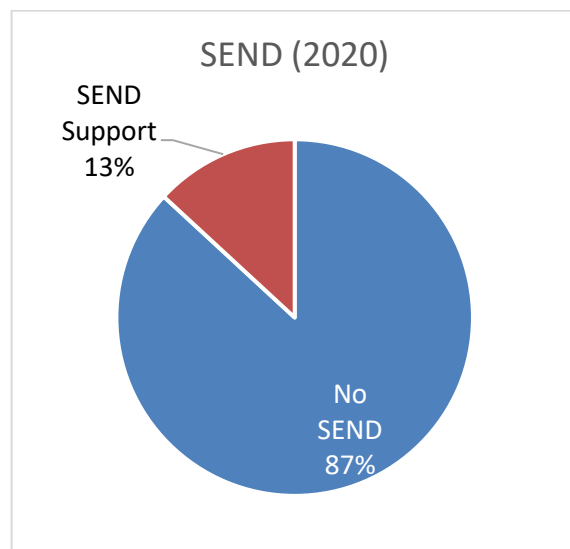
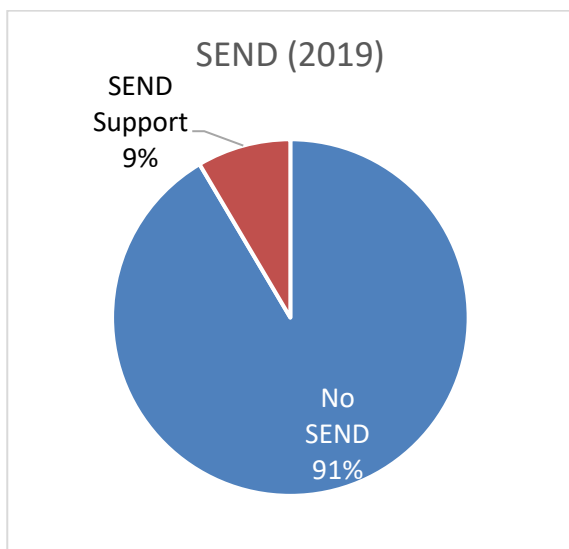
4. Context

Fowlmere Primary School has 105 pupils on roll. The following data is designed to give some context to the school population. Due to very small numbers, detailed reporting is not possible as it risks individually identifying members of the school community. For this reason, some data has been consolidated into larger groups.





*There are some anomalies in the Religion data which I will correct before publication.



5. Roles and Responsibilities

5.1 The Governing Body

The governing body 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

5.2 Governor with Responsibility for Vulnerable Groups

The governor with responsibility for vulnerable groups will:

- Meet with the headteacher annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training

- Report back to the full governing body regarding any issues

5.3 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
- Meet with the responsible governor annually or when an issue arises to raise and discuss any issues
- Identify any training needs and source training accordingly

5.4 School Staff

School staff will:

- Have regard to this document, relevant legislation and guidance and work to achieve the objectives contained within

6. Public Sector Equality Duty

6.1 Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. New staff receive information on the Equality Act as part of their induction, and all staff receive refresher information every September as part of the staff handbook.

6.2 Advancing Equality of Opportunity

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 people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Analyse monitoring data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups

Due to the small numbers the school does not publish attainment data showing how pupils with different characteristics are performing as this could make them identifiable

6.3 Fostering Good Relations

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 through our whole-school values, 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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, 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.
- Encouraging all pupils to participate in the school's activities, such as sports clubs.

We will develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality Considerations in Decision-Making

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

8. Equality Objectives 2018 – 2021

Objective 1: Narrow the attainment gap for Pupil Premium and SEND pupils. (PSED 2)
<p>Why we have chosen this objective:</p> <p>In-school data suggests that Pupil Premium and SEND pupils perform less well than their peers in Reading, Writing and Mathematics. This gap means that proportionally fewer PP and SEND pupil meet the expected standard at the end of the school year.</p>
<p>To achieve this objective we plan to:</p> <ul style="list-style-type: none"> • Focus on improving Quality First Teaching throughout the school • Use PP and notional SEND funding to deliver high quality interventions and reduce barriers to learning. • Improve access to external support through timely referrals to other agencies
<p>Progress we are making towards this objective:</p> <p>December 2019 Progress Update:</p>

- In reading, 83% of PP pupils met expected standard. This was in comparison to 80% in the previous year (an increase of 1 pupil in a period of changing numbers)
- In writing, 66% of PP pupils met expected standard. This was in comparison to 60% in the previous year (an increase of 1 pupil in a period of changing numbers)
- In mathematics, 75% of PP pupils met expected standard. This was in comparison to 70% in the previous year (an increase of 1 pupil in a period of changing numbers)
- In reading, 40% of SEND pupils met the expected standard. This was a reduction by one pupil on previous year's figures.
- In writing, 20% of SEND pupils met the expected standard. This was steady from the previous year.
- In mathematics, 40% of SEND pupils met the expected standard. This was a reduction by one pupil on previous year's figures.

November 2020 Progress Update:

- The Covid Pandemic has meant that data for the end of the 2019/20 school year is not available as assessments were cancelled and school was not in normal operation.
- During school closure the school took a number of steps to ensure that PP and SEND pupil had access to learning, including:
 - High quality differentiated activities for children to undertake at home
 - Provision of paper and exercise books to all children, and additional resources to PP families
 - Loan of IT equipment to ensure access
 - Provision of printed materials in place of online ones where this supported families with limited resources to access
 - Regular contact with families to ensure support where required
- During wider opening, some of these children came into school, specifically those in Reception and Year 1; however, additionally the school:
 - Continued to provide all of the above opportunities
 - Filled spare places in school with children who the school identified as particularly vulnerable, once the DfE criteria for wider opening had been met

Objective 2: Narrow the attainment gap between boys and girls. (PSED 2)

Why we have chosen this objective:

Three-year KS2 averages show that boys outperform girls by a scaled score of 1.8 in maths and girls outperform boys by a scaled score of 1.2 in reading.

To achieve this objective we plan to:

- Ensure that teaching meets the needs of girls, especially in Key Stage 2
- Identify gaps in girls' mathematics knowledge and use timely intervention to address these gaps
- Encourage boys' reading through choice of text, improving book choices in the library and providing more direct guidance

Progress we are making towards this objective:

December 2019 Progress Update:

- At the end of Key Stage 2, in the three-year average in reading, boys outperformed girls by a scaled score of 0.3, significantly narrowing the gap for boys.
- At the end of Key Stage 2, in the three-year average in mathematics, boys outperformed girls by a scaled score of 4.7. The actual difference in 2019 was 1.9.

November 2020 Progress Update:

- The Covid Pandemic has meant that data for the end of the 2019/20 school year is not available as assessments were cancelled and school was not in normal operation.

Objective 3: Improve access to physical exercise and sport for girls. (PSED 1)

Why we have chosen this objective:

The school takes part in a number of sporting competitions as part of the local Sports Partnership offer. Far fewer girls volunteer to take part in these activities than boys.

To achieve this objective we plan to:

- Encourage physical play at breaktimes by providing a broad range of play equipment, activities and trained playleaders as an alternative to football.
- Work with the local Sports Partnership to identify opportunities to improve girls' participation in team and individual sports.
- Identify after school club providers who can deliver sporting activity more likely to appeal to girls.

Progress we are making towards this objective:

December 2019 Progress Update:

- Play leaders are in place at breaktime and lunchtime, providing a range of games for children to play. More girls than boys choose to be play leaders. Football games no longer dominate play.
- The school has continued to send mixed teams to sporting events. Sometimes the Sports Partnership support this by stipulating minimum participation for girls. Where this happens (eg cricket & rugby) the experience for girls is better than where it does not (eg football)
- This year we have introduced a multi-skills sports club after-school on Wednesday. 40% of participants are girls.

November 2020 Progress Update:

- Play leaders continued to be in place at breaktime and lunchtime up to March 2020. Again, more girls than boys chose to be play leaders.
- There is no data for girls' participation in Sport in the Spring and Summer Terms 2020 due to school closure.
- Since school reopening the school has been unable to run after-school sports clubs due to low numbers in class bubbles
- Anecdotally, girls are more active at playtimes – this seems to be due to fairer access to play equipment (it is separated between bubbles) and restrictions on contact sports (ie football) at playtimes.

Objective 4: Support children to value and celebrate our diverse society. (PSED 3)
Why we have chosen this objective: The school population is not particularly diverse. Whilst prejudice-related behaviour incidents are rare, they are not non-existent and mostly stem from a lack of understanding of or empathy with people from different backgrounds.
To achieve this objective we plan to: <ul style="list-style-type: none">• Ensure that pupils have the opportunity to meet, work with and learn from individuals from a range of different backgrounds• Present positive role models which reflect the diversity of British society• Rigorously challenge stereotypes and discriminatory behaviour
Progress we are making towards this objective: December 2019 Progress Update: <ul style="list-style-type: none">• Prejudice-Related Incidents remain low• Assemblies have included a range of role models from diverse backgrounds• Senior staff have received training from Empathy Lab in order to progress developing empathetic understanding in school November 2020 Progress Update: <ul style="list-style-type: none">• Prejudice-Related Incidents remain low• Assemblies continue to promote a range of role models from diverse backgrounds• Curriculum Development work is specifically identifying a range of diverse role models for study throughout Key Stage 1 and 2.• The school engaged with Empathy Day 2020 online (the activities we had planned were cancelled due to the Covid pandemic)