



LEVERINGTON PRIMARY ACADEMY EQUALITY ACT

The Public Sector Equality Duty replaces the existing race, disability and gender equalities duties. The Equality Act states we must:

- Encourage good relations and ensure everyone has equality of opportunity.
- Eliminate unlawful discrimination, harassment and victimisation.
- Help make sure everyone has an equal chance to make the most of their lives and talents.

The Equality Act aims to make sure that people with certain characteristics are protected from discrimination. These protected groups are: age, disability, sex, gender assignment, race, pregnancy & maternity, religion or belief, sexual orientation.

Disability Equality & Accessibility Scheme Action Plan 2011-2014

This action plan forms part of our Community Cohesion Policy and outlines the steps we will take to improve outcomes for all children, parents/carers and staff in all aspects of school life and in the wider community. Priority areas identified:

- Access to the curriculum with participation and engagement : to ensure disabled children can participate in the curriculum and their views are sought.
- Accessibility: physical access: to improve the environment of the school to increase the extent to which disabled children, parents/carers and staff can take advantage of education and associated services.
- Access to information: signpost parents/carers to additional information and services available to them.

Equality Act Statements and Analysis 2012.

Pupils' attainment and progress

Statements:

- The Academy expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.
- We monitor and analyse pupil performance 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.

Analysis:

- Statistics show our children achieve higher than the National average in 2011 KS2 tests at Level 4+. Refer to RAISE 2011 (sig+)
- Gender: BOYS achieved higher in all subjects - English: girls 93% boys 100%; Maths girls 93% boys 100%
- SEN: children made good progress, higher than national average.
- FSM: all FSM children achieved L4+ (sig+)
- 2012 KS2 cohort shows a group of underachieving boys in writing.

Quality of Provision: teaching & learning

Statements:

- All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles.
- Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs.

- Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks.
- Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.
- Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.
- This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress

Analysis:

- Teaching and learning observations show all teaching is minimum 'good'.
- LT report all planning implemented
- SENCo reports all children attending interventions and social skills are making satisfactory to good progress.
- Attendance of a few children require parental involvement.

Quality of provision: curriculum and other activities

Statements:

- The Academy provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis
- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
 - boys and girls
 - pupils learning English as an additional language
 - pupils from minority ethnic groups, including Gypsies and Travellers
 - pupils who are gifted and talented
 - pupils with special educational needs
 - pupils with a disability
 - pupils who are in public care
 - pupils who are at risk of disaffection and exclusion
 - pupils identified as having specific/vulnerable need
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.
- Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Analysis:

- Leadership Team and Subject Leaders report planning of curriculum delivers inclusion and equality.
- Teaching and learning observations supports equality and inclusion for all children

Quality of provision: guidance & support

Statements:

- We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.
- 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.
- Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children
- The Academy provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

Analysis:

- Teaching & learning observations support statement.

Behaviour & Attendance

Statement:

- The Academy expects high standards of behaviour from all pupils, appropriate for their developmental level.
- We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff operate consistent systems of rewards and discipline inline with policy.
- Clear procedures are in place so that all forms of bullying and harassment, are dealt with promptly, firmly and consistently and are in line with relevant policies and guidance such as those for anti-bullying and dealing with racist incidents.
- The Academy expects good attendance from all pupils.
- We make provision for leave of absence for religious observance, for staff as well as pupils.
- We monitor attendance by gender, ethnicity, special educational need and other identified and specific groups such as FSM.
- The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

Analysis:

- Wisbech Schools Partnership SEBD (Social Emotional Behaviour Development Co-ordinator) is supporting the class teacher of a specific group of boys identified with immature behaviour concerns.
- Behaviour Orange card bookings are collated and analysed in SIMS. Only two boys are being closely monitored and parents involved, supporting strategies.
- Attendance is analysed weekly and attendance of three children closely monitored, EWO involved.

Partnership with pupils, parents, carers & the wider community

Statements:

- We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community in the Parent Council.
- Information and meetings for parents are made accessible for all.
- Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.
- We work in partnership with parents and the local community to address specific incidents and to develop positive attitudes to difference.

Analysis:

- Parental involvement at events has increased, membership of Parent Council open to all parents.
- Increased participation at parents evening and assemblies, especially end of term.
- Excellent relationship developed with carers (LAC review feedback)

Leadership & Management

Statements:

- This Academy will not discriminate against a disabled pupil in the arrangements it makes for determining admission.
- We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms.
- The Academy adheres to Safer recruitment and selection procedures which are fair, equitable and in line with statutory duties.

- We oppose all forms of racism, homophobia, prejudice and discrimination.
- Resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Linguistic Diversity

Statements:

- We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:
 - highlighting how English has borrowed from other languages
 - raising awareness of the similarities and differences between English and other languages
 - reflecting the multilingual nature of wider society in our resources and displays
- Resources and displays reflect the bilingual nature of our community.



LEVERINGTON PRIMARY ACADEMY

EQUALITY ACT 2010

Objectives

- To promote cultural development and understanding through a rich range of experiences both in and beyond the Academy.
- To increase the accessibility to the building as a learning environment for those with disabilities.
- To improve attendance by the close monitoring of attendance for *all* children.
- To continue to analyse impact of attendance to progress, attainment and behaviour of *all* children.
- To continue to track progress for *all* children and closely monitor attainment in boys writing.
- To monitor and analyse the impact of Pupil Premium funding on attainment and progress for identified children.