

# Equality Information and Objectives

Learning, Pride, Perseverance, Safety: LPPS leads to Success!



Lawns Park Primary School

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|---------------------|---------------|---------------------|
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## 1. 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

## 2. 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](#).

## 3. 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 equality link governor is Matt Gibson

They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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 is Jenny Pashley and she will

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- 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.

## 4. 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 5. 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, or gay pupils who are being subjected to homophobic bullying)
- 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 clubs and events)

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## 6. 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 for future citizens. This includes teaching in RE, Mindmate lessons, PSHE and the creative arts. This is alongside other areas of the curriculum. (e.g. as part of teaching and learning in English, 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.
- Inviting groups from the community into school to run workshops with classes and groups of pupils to foster appreciation and empathy around the challenges some people face. (E.g hate crime)
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, lead workshops and organising school trips and activities based around the local community and further afield.
- 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.
- We have developed 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
- Will the trip/experience be affordable to all pupils and how we can make it so. (Poverty Proofing)
- Will additional resources be required and how we can help with this.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment (EVOLVE)

## 8. Equality objectives

**Objective 1: Improve knowledge skills and attitudes to enable pupils to appreciate and value difference & diversity**

*Increase frequency of planned, first hand opportunities for all pupils to experience cultural and religious learning different from their own every day experiences as part of reviewed Curriculum For Future Citizens.*

**Why we have chosen this objective:**

The school had an SMSC Audit in May 2019 and this highlighted a gap in our pupils' spiritual experiences and cultural experiences.

**To achieve this objective we plan to:**

- Attend training and implement the new Religious Education syllabus for West Yorkshire.
- Map the RE curriculum across year groups and across the school matching driver themes in core and non core subjects where possible in the long term plan.
- Enhance core areas of learning with cultural first hand experiences that celebrate aspects of our community and places further afield.
- Set out expectations for visits and visitors across the year in each year group to enhance this learning.
- Set out clear charity for the school for the year with workshops and regular fundraisers
- Source key local establishments and contacts such as Islamic equilibrium and the Leeds cathedral.
- Review assembly cycle to include festivals from an array of religions, faith and non faith groups.
- MINDMATE friendly school accreditation and Healthy Schools validation.
- Workshops on hate crime and what this is by working with members from the community having first hand experience.
- Visits to the natural habitats in our community to enhance learning and to settings further afield that contrast with our locality. (E.g. Yeadon tarn).
- Moments for reflection in every assembly.

### **Progress we are making towards this objective:**

#### **Yearly review 2021/22- December 2022**

*Visits & visitors happening with more regularity as we moved away from impact of pandemic restrictions with visits to; church & mosque, into the local community eg Farnley Fish Pond, visits further afield like Herd Farm & Whitby.*

*Visitors to school increased too with workshops on hate crime, visits from PCSOs, St Giles Trust & Leeds United project targeting key Year 6 pupils.*

*We are linked with local businesses and local councilors to try to help our local community eg litter picking & for businesses to help us raise money for projects such as our Trim Trail.*

*School began Arts Mark accreditation with goal of broadening range of arts visits & visitors that will become non negotiables as well as introducing diversity & equality through the arts. During Arts Week the whole school studied a variety of art forms from a diverse range of cultures & we explored book week through dance with visits from Northern School of Contemporary dance for example. Other dance collaborations led to links with pupils in a German school.*

*The school is part of a trial working with Mindmate professionals to meet the needs of our pupils & parents.*

*We raised money for & awareness of our charity for last year was Save the Children.*

### **Objective 2: Improve participation & engagement of families in work but classed as living in poverty.**

*Staff and governors to have heightened awareness of barriers to learning for children of families in poverty by Spring 2020 and to review and adapt provision appropriately and sensitively.*

#### **Why we have chosen this objective:**

Analysis of demographic data July 2019 from Data Consultant suggests that Farnley has a higher proportion of families in unskilled work, but living in poverty in comparison with national data.

#### **To achieve this objective we plan to:**

- Interview a child/family living in poverty to identify barriers and solutions
- Use knowledge of our families to reduce the cost of the school day through targeted and universal intervention
- For working families, support with childcare
- Approach to curriculum content and delivery to start with the child and their interests rather than imposing "white middle class" expectations.

- Poverty proof audit for all trips, experiences, clubs, events, celebrations, themed days, resources/materials
- Establish "Passport club"
- CPD on "poverty proofing"
- Parent and family joint reading sessions
- Workshops on reading and SATS.
- Drop in for a cuppa
- Working the gates
- Anyone can day

### **Progress we are making towards this objective:**

#### **Yearly review 2021/22- December 2022**

*Initiatives such as Come & Read reintroduced to F2 & KS1 classes with parents coming into read in the mornings 10 minutes before school starts. This has contributed to our goal to get more pupils reading, engaging with parents & carers.*

*Implementation of targeted small group or 1:1 intervention using government National Tutoring Programme funding for an Academic Mentor led to a doubling of pupils reaching expectation in reading & writing over the year. All pupils targeted for support from Academic Mentor made good to excellent progress.*

*Over the year 2021 to 22 School Tutor Led funding used to implement small group interventions for targeted PP pupils & pupils in poverty in school using trained, familiar staff delivering bespoke learning linked to classroom learning.*

*School used NTP funding to supplement cost of individual maths tutoring for target pupils which led to the vast majority of target pupils sustaining or improving maths attainment by the end of the year*

*The school is engaging more with target families through encouraging participation in PTA & "Come in for a Cuppa" mornings for parents of pupils with autism.*

*Close working with Children's Centre allows school to start to build relationships early with vulnerable families.*

*Help & support has been signposted through regular & rigorous meetings with families linked to attendance with our Cluster Engagement Officer, also through leafletting in our playground & Barker had a stall at our school fair.*

#### **NEW TARGET for 2022/23**

#### **Objective 3: Narrow attendance & punctuality gaps between disadvantaged & non Disadvantaged pupils**

**3a** Reduce percentage of disadvantaged persistent absentees so it is closer to the national percentage, closing the gap between LPPS & national by 2024.

**3b** Reduce gap between disadvantaged lates & non disadvantaged lates from gap of 5,157 minutes at end of 2021/22 by the end of 2024.

#### **Why we have chosen this objective:**

School had significantly large gap between disadvantaged & non disadvantaged lates at the end of 2017 18 which reduced significantly by the end of 2020/21. However, there was a sharp rise in 2021 22 which prompted the governors want to continue this work to make persistently poor punctuality a rarity for all pupils & especially those who are disadvantaged. There has been a similar pattern in terms of persistent absence, with a significant improvement to better than national in 2020/21. However persistent absence is significantly higher than national in 2021/22, once again prompting the governors to want to continue this work so that persistently absent disadvantaged pupils attend school regularly.

#### **To achieve this objective we plan to:**

- Improve tracking system for persistently late/absent families in conjunction with clear systems for notifying & supporting families
- Daily phone calls

- Work the gates
- Drop in for target parents.
- Collecting children
- New medical policy
- Individual plans for targeted pupils
- Swift cluster support / Early Help

**Progress we are making towards this objective:**

**December 2022**

**3a Reduce percentage of disadvantaged persistent absentees so it is closer to the national percentage, closing the gap between LPPS & national by 2024.**

*The school is working in partnership with the cluster in a more rigorous & systematic way with frequent, solution focused meetings with target parents, with clear parameters for success & shared understanding of consequences too.*

*This is already showing signs of success in that parents are engaging more with the school & taking on some simple small step solutions. The gap to national has already reduced to 5.9% in October 2022 from 11.2% in July 2022.*

**3b Reduce gap between disadvantaged lates & non disadvantaged lates from gap of 5,157 minutes at end of 2021/22 by the end of 2024.**

*The school is implementing the strategies above to achieve this target. This is already showing signs of success in that parents are engaging more with the school & taking on some simple small step solutions. The minutes late has already reduced to 2,825 in October 2022 from 5157 in July 2022.*

**New target December 2021:**

**Objective 3: To accelerate the progress in vocabulary acquisition for those pupils whose speech & language entry points are low.**

**Why we have chosen this objective:**

*Whole school drive to improve reading attainment is dependent upon vocabulary acquisition. In school data shows us that there is a vocabulary gap for some pupils entering school which then widens as they move through school. This impacts on reading attainment by the time they reach Y6 when comprehension & fluency is diminished.*

**To achieve this objective we plan to:**

- Swift, early screening of pupils as they enter Foundation Stage. Diagnosis leading to bespoke, targeted provision.
- Whole staff "Word Aware" training & implementation across school & as group/1:1 intervention

**Progress we are making towards this objective:**

*Word Aware implemented in an integrated way through our approach to reading & spelling.*

*Pupils in Foundation Stage screened upon entry & needs identified & provision implemented swiftly. This led to significant improvement for all targeted pupils in the Listening & Speaking element of the new EYFS curriculum. 100% of pupils identified at screening either sustained expected standard in listening & attention or made significant progress by July 2022. 88% of pupils identified at screening either sustained expected standard in speaking or made significant progress by July 2022. **TARGET MET***

**Objective 4: Narrow attainment & progress gaps between disadvantaged & non disadvantaged pupils**

**4a** Narrow attainment & progress gaps in each year group in reading to move closer to national gap.

**4b** Narrow attainment & progress gaps in each year group between GD disadvantaged & GD non disadvantaged pupils

### **Why we have chosen this objective:**

OFSTED targets from November 2017 inspection to narrow gap between disadvantaged & non disadvantaged, "Increase the proportions of pupils reaching and exceeding age-related expectations by the end of Foundation 2, Year 2 and Year 6, particularly the most able and disadvantaged most able pupils, by ensuring that:

– differences in attainment between disadvantaged pupils and their peers reduce significantly"

### **To achieve this objective we plan to:**

-In addition to universal SIP actions to improve progress and attainment in reading ie implement Reading Recovery programme for targeted pupils, embed LPPS reading teaching routines, curriculum review underpinned by non negotiable books per year group, consistent use of varied question styles, emphasis on accurate retrieval & response, rigorous graduated response to a pupils special educational needs. (Assess, plan, do, review)

- Passport approach to Nurture learning for PP
- Non negotiables for challenge checker PP pupils & parents – reading & metacognition
- Adult daily read for targeted PP
- Review provision & make sure it is poverty proofed – staff CPD
- Adopt & embed White Rose Small Steps
- Select potential GD & address through quality first & extra tailored intervention
- Comprehensive Pupil Premium strategy.

### **Progress we are making towards this objective:**

#### ***Yearly review 2021/22 December 2022***

#### **4a Narrow attainment & progress gaps in each year group in reading between disadvantaged & non Disadvantaged to move closer to national gap.**

-For the first time in two years EYFS, KS1 & KS2 statutory testing took place. Comparisons between the 2022 figures and previous years should be made with extreme caution: not only due to the issues caused by the pandemic but also because the 2022 figures for EYFS are based on a new EYFS Framework and the underlying assessments in 2022 are not the same as those undertaken in previous years. Moreover, this year children are only assessed against a two-point scale ('emerging' or 'at expected') as opposed to a three-point scale ('emerging', 'at expected', or 'exceeding'). However, data for disadvantaged pupils shows that:

-In EYFS our disadvantaged pupils are currently below NDIS National pupils in reading. The gap is very wide. Progress from starting points for disadvantaged pupils however is good.

-In Year 1 phonics our disadvantaged pupils attained slightly higher than their national counterparts & the gap between disadvantaged & non matches national gap.

-In Year Two our Disadvantaged pupils improved from last year and compared to pre pandemic. They attained higher than national disadvantaged pupils in reading. The gap has also narrowed to match national is significantly narrower than pre pandemic. Progress shows gap widened between disadvantaged & national non disadvantaged

-In Year Six our Disadvantaged pupils improved from last year and compared to pre pandemic. They matched national disadvantaged pupils in reading. The gap is wider than national gap. Progress gap has narrowed so that progress is better than national & shows positive added value.

#### **4b Narrow attainment & progress gaps in each year group between GD disadvantaged & GD non disadvantaged pupils**

- In Year Six our Disadvantage GD pupils' attainment declined from last year and now match pre pandemic attainment. The gap is wider than national gap. Progress gap has widened & shows negative added value for GD

-In Year Two our Disadvantaged GD pupils attainment is lower than national & pre pandemic in reading. The gap has widened compared to pre pandemic. Progress gap has widened & shows negative added value for GD



## **9. Monitoring arrangements**

The named teacher for equalities Jenny Pashley will update the equality information we publish, [described in sections 4-7 above], at least once a year but ideally termly.

This document will be reviewed by Welfare Committee at least every 4 years.

This document will be approved by Welfare Committee.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Pupil Premium policy
- SEND information report
- Collective worship policy
- Antibullying policy
- Educational Visits policy