



Single Equality Policy and Objectives

*'At the **forefront of education**, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between **EXCELLENCE** (standards) and the **ENJOYMENT** of learning (Vision Statement April 2014).*

Review Date	Policy Reviewer And Title	Approval Date	Approved By:	Chair Printed Name
12.11.12	Julie Prentice Executive Headteacher Jen Lynch SENCo Oli Stevens PP Officer	07.12.17	FGB	Jane McCarthy-Penman

Frequency of Review	Governing Body To Determine
Model Policy	ESCC
School Website Publication	08.12.17
Staff Publication	08.12.17
Parent Publication	08.12.17



Single Equality Policy

Date Policy Reviewed: 10 December 2014

Ratified By Full Governing Body: 18 December 2014

Date for Next Review: 18 December 2018 (information published annually)

Equality Objectives: Updated annually

Why Have We Developed This Policy?

The Equality Policy for Langney Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Principles

- The policy outlines the commitment of the staff, pupils and governors of Langney Primary School to ensure that equality of opportunity is available to all members of the school community.
- We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality by treating everyone the same.
- We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.
- We seek to foster warm, welcoming and respectful environments which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and learn free from harassment and violence.
- We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. These groups include:
 - ✓ pupils;
 - ✓ staff ;
 - ✓ parents/carers;
 - ✓ the governing body;
 - ✓ multi-agency staff linked to the school;
 - ✓ visitors to school;
 - ✓ students on placement.

Our Equality policy is inclusive of our whole school community – who have engaged with and who have contributed to its development.

Aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people and different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

At Langney Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Our School Within The Wider Context

- Langney Primary School is a large primary school. The number of pupils on roll (546) is higher than the national average and is amongst the largest 20% of schools nationally.
- Langney Primary School draws the majority of its pupils from surrounding wards.
- The school deprivation factor is above the National indicator.

Pupils

- Currently we have 546 children on roll (including 31 nursery pupils).
- The percentage of pupils known to be eligible for free school meals (33.4%) is above the National average (25.2%).
- The percentage of pupils with SEN Support (7.2%) is below the national average (13.0%).
- The percentage of pupils with an SEN Statement or EHC Plan (2.5%) is above the national average (1.4%).
- The percentage of girls (49.0%) is in-line with the National average (49.0%).
- The percentage of children from minority ethnic groups (10.8%) is less than the national average (30.7%).
- The percentage of pupils categorised as 'White British' (89.2%) is above the National average (70.4%).
- Ethnic groups at the school consist of:
 - White British - 515
 - Romanian – 1
 - Albanian – 1
 - Arabic – 4
 - Bengali – 3
 - Russian – 2
 - Turkish – 2
 - Kurdish – 1
 - Portuguese – 8
 - Polish - 6
 - French 2
 - Mandinka - 1
 - Tamil - 2
 - Caribbean Creole English - 1

- The percentage of pupils first language not / believed not to be English (6.2%) is less than the

National average (19.4%).

Governors

- We have 7 school governors (14% female and 86%male) and 3 governor vacancies.
- 86% of governors are white British; 14% are any other white background.
- 0 members of the governing body have a registered disability.

Staff

- We have a total of 77 staff members.
- 65 staff members (84.5%) are female and 12 staff members (15.5%) are male.
- 75 staff members (98%) are White British. 1 (1%) is Asian/Asian British/Bangladeshi and 1 (1%) is White Any Other Background.
- We have 0 members of staff with a registered disability and 0 members of staff have regulated medical conditions.

Physical environment

- All building work since 2002 has been carried out in line with East Sussex Accessibility policy. There is a stair lift from the ground floor to the second floor.

Our Approach

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity
Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity.
We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence
We recognise that, as they evolve, distinct cultures and beliefs will impact on and inform each other.
- Social cohesion
Within our school and within our local community.
- Excellence
We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- Personal and cultural identity
We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice
We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Our vision statement

Langney Primary School has developed its own vision statement which supports our approach and commitment to equality.

'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning (Vision Statement April 2014).

Our Core Values

The implicit values that the children and staff display are a key strength of the school.

Until recently, the school identified a universal set of twelve core values which were shared. To strengthen the explicit understanding of each value, a 'focus value' was introduced each month. Assemblies were led around the relevant value and this was then followed up in the classroom by teachers. In April 2016, School Council fed back that twelve values were too many and consultations therefore began in order to narrow the number of school values. The School Council worked in partnership with senior leaders to lead the consultation on the school's core values. Surveys were conducted by parents, staff and pupils.

The outcome of the consultation was agreement on the following five core values which encapsulate our school and will serve as moral codes of conduct underpinning how we, as a school community, should all interact with each other. They act as guides and reminders for our behaviour.

Langney Primary School's Agreed Core Values and Their Definitions:

Positivity - Have a positive attitude and confront problems with a positive approach.

Aspiration - aiming high in all that you do.

Forgiveness - To stop feeling anger toward someone who has done something wrong. Part of forgiveness is telling the other person how their speech or actions made you feel, to help them not to repeat the action.

Mutual Respect - Treat others the way you want to be treated (even if they haven't been kind to you).

Appreciation - Being grateful for what we have, rather than being upset or unhappy for what we don't have.

The School Council held a competition in order to promote our school values. Well done to the Broadway Family who created this winning design. These posters are now displayed in all classrooms and around the school in order to promote communal understanding.

Staff, pupils, parents and governors will engage with these new school values by:

- ❖ presenting awards to individuals during school acts of worship, as a recognition of how students have demonstrated individual focus values;
- ❖ using them as guides for the way we behave, perform and interact with each other.

As responsible citizens, the children of Langney Primary School have agreed to:

Be honest

To listen to each other

To have good manners

To look after property

To remain gentle and calm at all times

To be kind and helpful

To work hard

Our Duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents, families and partner agencies;
- preparation for entry to the school;
- school policies;
- breaks and lunchtimes;
- the provision of school meals;
- interaction with peers;
- opportunities for assessment and accreditation;
- exam arrangements;
- behaviour management approach and sanctions;
- exclusion procedures;
- school clubs, activities and school trips;
- the school's arrangements for working with other agencies;
- preparation of pupils for the next phase of education;
- learning and teaching and the planned curriculum;
- classroom organisation;
- timetabling;
- grouping of pupils;
- homework;
- access to school facilities;
- activities to enrich the curriculum, for example, a visitor to the school ;
- school sports;
- employees' and staff welfare.

The Roles and Responsibilities Within Our School Community

The Executive Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy;

- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy;
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information;
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

Our Governing Body will:

- designate a governor with specific responsibility for the Equality Policy;
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP);
- support the headteacher in implementing any actions necessary;
- engage with parents and partner agencies about the policy;
- evaluate and review the policy annually and the objectives every 4 years.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy;
- provide a lead in the dissemination of information relating to the Policy;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this policy as detailed in the School Improvement Plan.

Our pupils will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with the Policy;
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy;
- have access to the Policy through a range of different media appropriate to their requirements;
- be encouraged to actively support the Policy;
- be encouraged to attend any relevant meetings and activities related to the Policy;
- be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

- be involved in the development of the Policy;
- be fully aware of the Equality Policy and how it relates to them;
- understand that this is a whole school issue and support the Equality Policy;
- make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- be involved in the development of the Policy;
- be encouraged to support the Policy;
- be encouraged to attend any relevant meetings and activities related to the Policy.

How We Developed Our Policy - Participation and Involvement

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, taking account of all the protected characteristics listed under the Equality Act 2010.

Our Pupils - we gathered the views of our pupils through School Council meetings, PHSE lessons, pupil voice interviews with children representing a range of groups e.g. SEN.

Our Staff - Staff contributed to this policy through staff meetings.

Our School Governors - Governors contributed their views through Governor meetings and by reading the draft policy.

Parents/Carers - We gathered the views of parents through Parentmail and a questionnaire.

Minority, Marginalised and Potentially Vulnerable Groups - The children in these groups were included and represented in pupil voice interviews.

Our Partners In The Community - We work hard to network with other schools and communities to expand the life experience of our children.

Ongoing:

- We will place our Policy on our school website.
- We will continue to gather data and seek the views of parents, children, staff and the wider community as we work to embed and further develop this policy.

How We Developed This Policy – Using Information

We have used RAISEonline data to support us in this work.

We are vigilant regarding bullying and collect pupil views formally during Anti Bullying Week and pupil voice activities. We collect pupil views more informally through the Safety Ambassador Program and PSHE lessons. Our school has adopted a values-based education.

We have established good links with our local community and are working hard to develop links with our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

Commissioned Services (buying in services)

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously any act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our leadership team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development.

Responding To Hate or Prejudice – Based Incidents and Bullying

We recognise that hate incidents or prejudice – based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Parents are given the Anti-bullying Policy at the start of each year and are invited to comment on the policy. There is a clear procedure to be followed set out in the policy, should bullying ever occur.

Implementation, Monitoring and Reviewing

This policy was published in December 2017. It will be actively promoted and disseminated.

This policy was distributed to parents and will be made available to view on our school website.

Regular reviews will take place involving all stakeholders.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community.

Equality Objectives

Using the views of pupils, parents, staff and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed at least every 4 years.

Aim	Target	Action	Who's Responsible	Dates From and To	Milestone Progress
<p>To narrow the gap between SEND pupils and SEND pupils nationally.</p> <p><i>(Link to 2014-2015 School Improvement Plan Section 1b)</i></p>	<p>Key Stage 1 - To increase the APS for pupils receiving SEN support in the core subjects of Reading, Writing and Mathematics so that it is at least 0.5 points above national in all subjects.</p> <p>Key Stage 2 - To increase the Average Points Score and Value Added Measure for School Action Plus pupils in Reading.</p> <p>All Phases – To increase the APS for Statemented pupils in all core subjects so that it is in-line / above National Statement Average.</p> <p>To implement the 2014 SEND Code of Practice.</p>	<p>Develop in-house SEND capability. Re-structure of the school's Inclusion Team so that it is less reliant on external services.</p> <p>Ensure teachers' planning incorporates work that is accurately differentiated for SEND pupils.</p> <p>Professional development for teachers to understand how to differentiate for different SEN types.</p> <p>Analysis of SEN data to demonstrate how the school is meeting the needs of pupils with Statements.</p> <p>Measure Statemented pupils learning in other areas including attendance, behaviour, attitude to learning, engagement, social skills, communication and interaction (e.g. use of Boxall Profile).</p> <p>Use of National Transition Matrices as part of RAISE and Progression Materials to support making judgements about pupils working significantly below age-related expectations.</p>	<p>Headteacher</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p> <p>SENCo</p>	<p>September 2014 to September 2016</p>	<p>July 2016</p> <p>Inclusion Team has been successfully restructured and is now less reliant on external services. It consists of a SEN and Pastoral Teams, which work in close partnership. Expertise within the team has been developed over time in the following areas:</p> <ul style="list-style-type: none"> • Mindfulness • Anxiety • Thrive Approach • Communication and Language • Autism Spectrum Disorder <p>SEND Code of Practice is now fully embedded.</p> <p>Early Identification in EYFS 2016 Reintroduction of whole year group Language Link Screening. Meetings with ISEND early Years Teams Home Visits reintroduced to establish need early on.</p> <p>SEND Training 2016-17</p> <ol style="list-style-type: none"> 1) Thrive Training – Whole staff 2) PDM - Sylvia Lamb – SEN Consultant, update on SEND reforms, Meeting the

		<p>Review the role of support staff and impact on learning. Develop 'Effective Use of Teaching Assistants' Policy.</p> <p>Early identification and response to SEND, in Early Years.</p> <p>Develop Nurture-based practice.</p>	<p>Headteacher and SENCo</p> <p>SENCo and EYFS Phase Achievement Leader</p> <p>SENCo</p>		<p>needs of pupils with SEND, SEN Support Plans</p> <p>3) PDM's Andrew Whitehouse – SEN Consultant</p> <ul style="list-style-type: none"> ✓ Strategies to support pupils with Autism ✓ Strategies to support pupils with Dyslexia ✓ Strategies to support pupils with Attachment ✓ Promoting Positive Behaviour for pupils with ADHD and ASD <p>4) Training for specific interventions (Language Link)</p> <p>2015-16 SEN training included:</p> <ol style="list-style-type: none"> 1) Understanding The SEND Code of Practice (2015) and the schools own approach to SEN' 2) Supporting pupils with Autism (South Downs Outreach); 3) Speech, Language and Communication (Dawn Ralph, Speech and Language Therapist). 4) Word Aware (Dawn Ralph, Speech and Language Therapist); 5) Training for specific interventions (Jump Ahead, Speech and Language, Dyslexia,
--	--	---	--	--	--

Memory Magic,
Phonic Awareness).
6) Early Years Staff –
Using Visuals to
Support Learning

Data

Please see
2015 – 17 SEND SCHOOL
LEADER SUMMARY SHEET

- 2017 Key Stage Two outcomes indicate the gap has begun to diminish from 2016 in the Scaled Score gap between SEN Support pupils and all pupils nationally.

- In Key Stage One there has been a three year trend in diminishing the gap between all pupils nationally and Langney SEN Support Pupil's achieving expected outcomes.

Maths

2015 Maths Progress outcomes for pupils with School Action Plus/SEN Support or with Statements/EHC Plans were in line with National progress.

2016 Maths Progress outcomes for pupils with SEN Support or with Statements/EHC Plans were broadly in line with National progress.

2017 Maths Progress

					<p>outcomes for pupils with SEN Support or with Statements/EHC Plans were broadly in line with National progress.</p> <p>Reading</p> <p>2015 Reading Progress outcomes for pupils with Statements/EHC Plans and SEN Support was significantly below National progress.</p> <p>2016 Reading Progress outcomes for pupils with School Action Plus/SEN Support or with Statements/EHC Plans were broadly in line with National progress.</p> <p>2017 Reading Progress outcomes for pupils with SEN Support or with Statements/EHC Plans were broadly in line with National progress.</p> <p>Writing</p> <p>2015 Writing Progress outcomes for pupils with School Action Plus/SEN Support were significantly above National Expectations. Progress for pupils with Statements/EHC Plans was in line with National progress.</p>
--	--	--	--	--	---

2016 Writing Progress outcomes for pupils with School Action Plus/SEN Support or with Statements/EHC Plans were broadly in line with National progress.

2017 Writing Progress outcomes for pupils with School Action Plus/SEN Support Plans were broadly in line with National progress.

Pupils with Statements/EHC were below National Progress (1 Pupil)

KS2 APS for pupils with SEN

Maths

2016 – 95.2
2017 – 101.0

Reading

2016 – 92.4
2017 – 101.3

GPS

2016 – 93.8
2017 – 103.3

KS2 APS for pupils with Statement / EHC

Maths

2016 – 91.7
2017 - 81

Reading

2016 – 86
2017 – 94

					GPS 2016 – 89 2017 - 83																																																																								
<p>To narrow the gap between disadvantaged pupils at the school and all other pupils (non-disadvantaged) nationally.</p> <p><i>(Link to 2014-2015 School Improvement Plan Section 1c)</i></p>	<p>Improved strategy for raising the achievement of disadvantaged pupils and spending of pupil premium funding.</p> <p>The attainment of disadvantaged pupils matches those of other pupils nationally.</p> <p>Above average progress for disadvantaged pupils making expected levels of progress at Key Stage 2.</p> <p>Increased levels of parental engagement.</p>	<p>Develop whole-school quality teaching and learning strategies (e.g. feedback; meta-cognition and self-regulation; mastery learning; digital technology).</p> <p>Investigate known effective interventions for accelerating progress and develop a menu of interventions specifically aimed at disadvantaged learners.</p> <p>Amend Pupil Progress Meeting documentation and summaries to include intervention maps for different vulnerable groups, including disadvantaged learners.</p> <p>Develop tuition for disadvantaged learners.</p> <p>Develop cross-age peer tutoring to provide each other with explicit teaching support.</p> <p>Extend opportunities for disadvantaged pupils as part of the school curriculum.</p> <p>Improve engagement with families of disadvantaged pupils (e.g. school/home links; involvement in children's learning; support and training for parents; family and community based interventions).</p>	<p>Headteacher</p> <p>Headteacher Pupil Premium Champion</p> <p>Assistant Headteacher (Inclusion)</p> <p>Pupil Premium Champion</p> <p>Headteacher</p> <p>Headteacher</p> <p>Pupil Premium Champion</p>	<p>From September 2014- Sept 2017</p>	<p>The Pupil premium strategy at Langney has raised both the attainment and progress of disadvantaged children at the school.</p> <p>Since 2013 we have diminished the difference between our PP children and all other children nationally as seen in the two tables below</p> <p>Each table shows the gap between the % PP children achieving national expectation at Langney vs all other children nationally</p> <table border="1"> <thead> <tr> <th></th> <th>KS1</th> <th>Expected</th> <th></th> <th></th> <th></th> </tr> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-18</td> <td>-1</td> <td>-12</td> <td>-3</td> <td>16</td> </tr> <tr> <td>Writing</td> <td>-24</td> <td>-3</td> <td>-21</td> <td>-7</td> <td>12</td> </tr> <tr> <td>Maths</td> <td>-11</td> <td>-3</td> <td>-10</td> <td>-19</td> <td>11</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>KS2</th> <th>Expected</th> <th></th> <th></th> <th></th> </tr> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-20</td> <td>-11</td> <td>-21</td> <td>-21</td> <td>3</td> </tr> <tr> <td>Writing</td> <td>-28</td> <td>-11</td> <td>-13</td> <td>3</td> <td>0</td> </tr> <tr> <td>Maths</td> <td>-33</td> <td>-21</td> <td>-16</td> <td>-7</td> <td>-8</td> </tr> <tr> <td>SPAG</td> <td>-38</td> <td>-17</td> <td>-29</td> <td>-14</td> <td>-8</td> </tr> <tr> <td>RWM</td> <td>-47</td> <td>-16</td> <td>-20</td> <td>-14</td> <td>-4</td> </tr> </tbody> </table> <p>As seen all measures have diminished the difference and in some cases especially results at KS1 we are now exceeded all other children nationally</p> <p>We have focused on feedback and metacognition,</p>		KS1	Expected					2013	2014	2015	2016	2017	Reading	-18	-1	-12	-3	16	Writing	-24	-3	-21	-7	12	Maths	-11	-3	-10	-19	11		KS2	Expected					2013	2014	2015	2016	2017	Reading	-20	-11	-21	-21	3	Writing	-28	-11	-13	3	0	Maths	-33	-21	-16	-7	-8	SPAG	-38	-17	-29	-14	-8	RWM	-47	-16	-20	-14	-4
	KS1	Expected																																																																											
	2013	2014	2015	2016	2017																																																																								
Reading	-18	-1	-12	-3	16																																																																								
Writing	-24	-3	-21	-7	12																																																																								
Maths	-11	-3	-10	-19	11																																																																								
	KS2	Expected																																																																											
	2013	2014	2015	2016	2017																																																																								
Reading	-20	-11	-21	-21	3																																																																								
Writing	-28	-11	-13	3	0																																																																								
Maths	-33	-21	-16	-7	-8																																																																								
SPAG	-38	-17	-29	-14	-8																																																																								
RWM	-47	-16	-20	-14	-4																																																																								

					digital literacy and now offer school to school support as part of our local EIP. We have extended opportunities and engaged parents through extra curricular clubs, enrichment opportunities, off site access through google drive and stunning starts / fabulous finishes.
Teaching of Fundamental British Values.	The curriculum actively promotes the fundamental British values of: <ul style="list-style-type: none"> • Democracy; • Rule of law; • Individual liberty; • Mutual respect; • Tolerance of those with different faiths and beliefs. 	<p>Create evidence file for promotion of fundamental British Values.</p> <p>Development of Spiritual, Moral, Social and Cultural Education Policy.</p> <p>Development of a values-based curriculum.</p> <p>Develop Global Citizenship through:</p> <ul style="list-style-type: none"> • Review of school policies and prospectus to make the school's stance on race equality clear; • Formation of School Parliament to ensure it is representative of the school community; • School Parliament to explore United Nations Convention of the rights of the child and develop a communal display; • Ensure displays acknowledge the language and diversity and multi- 	<p>Headteacher PSHE Subject Leader</p> <p>Headteacher PSHE Subject Leader</p> <p>Headteacher PSHE Subject Leader</p> <p>Headteacher PSHE Subject Leader</p>		<p>July 2016</p> <p>The profile of British Values has been raised.</p> <p>Weekly assembly teaching of British Values is embedded.</p> <p>School Council is representative of the school community, including ethnicity and Special Educational need.</p> <p>Displays around the school acknowledge the languages and diversity of pupils within the school.</p> <p>July 2017</p> <p>All teacher planning is now linked to the teaching of fundamental British values.</p> <p>Citizenship is now taught as part of a high quality PSHE curriculum.</p>

		<p>faith nature of the wider society.</p> <ul style="list-style-type: none"> • Ensure citizenship is taught as part of the high quality PSHE programme. • Develop international links with school in Uganda and investigate possible British Council exchanges. 			
<p>To develop rigorous strategies to prevent bullying.</p> <p><i>(Link to 2014-2015 School Improvement Plan Section 3)</i></p>	<p>Whole-school definition of bullying is clearly communicated and understood by pupils, parents and staff.</p> <p>Confirmed bullying incidents are dealt with quickly.</p> <p>Disciplinary measures to pupils who bully are applied to show clearly that their behaviour is wrong.</p>	<p>Review of school's Anti-Bullying Policy.</p> <p>Survey pupils and parents' perceptions.</p> <p>Develop a consistent approach to recording of alleged bullying accusations, outcomes from investigations and actions the school has taken.</p> <p>Introduce on-line recording format (SIMS) for confirmed bullying incidents to include type and school's actions.</p> <p>Collate evidence which demonstrates effectiveness of the school's actions to prevent and tackle all forms of bullying and harassments; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment.</p> <p>Enhance record keeping system for discriminatory and</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>		<p>July 2016</p> <p>Robust Anti-Bullying Policy is in place. Record keeping has been enhanced.</p> <p>Anti-Bullying Policy has now been clearly communicated to parents and pupils.</p> <p>Confirmed bullying incidents are dealt with quickly and disciplinary measures applied.</p> <p>On-line recording is used to confirm bullying incidents for transfer purposes.</p> <p>Anti-bullying analysis includes prejudice based bullying types.</p> <p>July 2017</p> <p>Anti-Bullying Team is in place, as part of the school's Pastoral Team, to investigate allegations of bullying.</p> <p>Disciplinary measures in place for one confirmed case of prejudice-based bullying.</p>

		<p>derogatory language (e.g. including language that is derogatory about disabled people, homophobic and racist).</p> <p>Work alongside East Sussex Behaviour and Attendance Service, if bullying is serious or persistent.</p> <p>Regular anti-bullying weeks.</p> <p>Development of anti-bullying ambassador programme (see The Diana Award, The BIG Award, Restorative Justice Council, Kidscape, The Anti-Bullying Alliance).</p>	<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>		<p>Records evidence positive partnership with East Sussex Behaviour and Attendance Service where bullying has been serious or persistent.</p> <p>School participation in Anti-Bullying Weeks and termly assemblies.</p>
--	--	---	--	--	--

Appendix 1 Specific duties - Information and objectives

Summary:

There are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

The information and objectives have to be published by **6 April 2012** at the latest.

In later years the **information** has to be **updated annually** and this annual updating is expected to include an indication of progress on achieving the objectives. **Objectives have to be prepared and published every four years.**

Two guiding principles:

An important principle underlying how schools respond to the specific duties is **proportionality**. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is **flexibility**. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances.

Information showing the school has due regard for equalities:

What is the purpose of publishing equality information?

Each school has to publish information showing it is complying with the requirement (section 149 of the Equality Act 2010) to have due regard for equalities. On the basis of this information each school also has to set itself at least one equality objective.

It is also on the basis of the information which a school publishes that parents, carers, local communities, trade unions and equality organisations will hold the governing body to account

Data about the school population and differences of outcome

1. The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.
2. The school has data on its composition broken down by types of impairment and special educational need.
3. The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.
4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.
5. Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

Curriculum

6. Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate
7. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding
8. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
9. The school takes part in certain national projects and award schemes, for example the Lancashire Race Equality Mark; Accord Coalition Inclusivity Award; Black History Month; Disability History Month; Equalities Award; Gypsy, Roma and Traveller History Month; LGBT History Month; Refugee Week; Rights Respecting Schools Award; and Stonewall School Champions.
10. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

Setting objectives:

Introductory notes

Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples of such objectives are cited below.

Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

The legal requirement is to publish at least one objective. A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously.

The actual number of objectives which a school adopts is probably less important than the seriousness and rigour with which it undertakes them.

Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

Narrowing the gaps

- To narrow the gaps in English at KS3 and KS4 between girls and boys, and between pupils for whom English is an additional language and pupils for whom English is the first language.
- To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children throughout the school.

- To narrow the gaps in mathematics and science between children of certain specific minority ethnic backgrounds and other children at key stage 2.
- To narrow the gap in participation in the public life of the school between disabled pupils (including learning-disabled pupils) and other pupils.
- To narrow the gap in mathematics between boys and girls at the end of Key Stage 1.

Fostering good relations

- To reduce the incidence of prejudice-related bullying, hostility and suspicion throughout the school, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.
- To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.
- To promote spiritual, moral, social and cultural development through the teaching of English and literacy, with particular reference to issues of equality and diversity.

Questions about each objective which a school adopts

With regard to each objective which a school selects, it will need to consider questions such as those listed below:

1. Background evidence

Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the published information.

2. Procedure

What in practice are we actually going to do?

3. Responsibility

Who will be responsible for ensuring the objective is pursued and achieved?

4. Measurable success indicators

What will count as relevant and measurable evidence that we are succeeding, or have succeeded?

5. Timings

By when do we expect to see signs of progress or success?

6. Expense

How much are we budgeting, and on what items of expenditure in particular?

7. Resistance

Who may be opposed or lukewarm? How shall we respond to them?

8. Problems

What problems or difficulties may arise, and how shall we deal with them?

9. Learning from others

What plans do we have for finding out what has worked well elsewhere? Do some, or all, staff need extra training?

10. Engagement

Who have we consulted when deciding on this objective?

Note: The information in Appendix 1 is adapted from INSTED - Equalities in Education Resource Folder 2009-11

<http://www.insted.co.uk/equalities.html>