



POLICY DOCUMENT

Equality Objectives

	Name	Date
Written By	Jo O'Leary	January 2018
Review v1.1		January 2020

Leesons Primary School Equality Objectives 2017-18

This information is published in line with the Equality Act 2010.

1. Our specific duties
We have two Specific Duties under the 2010 Equality Act: <ul style="list-style-type: none">• To publish information to demonstrate our compliance with the general duty to promote equality.• To prepare and publish one or more equality objectives.

2. Our objectives

Objectives for the September 2017– September 2018 period are as follows:

- All pupils regardless of ethnicity, gender or background are to make expected levels of progress in Reading, Writing and Mathematics
- To close the gap between vulnerable and disadvantaged groups and their peers
- To close gender gaps across the school, particularly focusing on boys writing

There will be regular tracking and analysis of data by SLT. The impact of these actions will be evaluated to inform future planning

Type of information	Evidence available and how this can be obtained
Data about the school population and differences of outcome	
1. Our school has data on its composition broken down by year group, ethnicity and gender, and by English as an Additional Language.	This information is not publicly available as it is not good practise to publish information which due to small numbers would allow individuals to be identified.
2. Our school has data on its composition broken down by types of impairment and Special Educational Need. We follow DfE guidance on recording disability in addition to Special educational Need.	This information is not publicly available as it is not good practise to publish information which due to small numbers would allow individuals to be identified.
3. Our school is committed to collating data and other information on inequalities of outcome and participation when setting itself objectives for achievable and measureable improvements.	Our objectives are based on the school's desire to close the gaps created by inequality. Data and information is collected to analyse progress in closing the gaps and to identify strengths and weaknesses for all vulnerable groups
Documentation and record-keeping	

4. There are statements of the school's responsibilities under the Equality Act in various school documents and policies, for example our Equality policy and the School Development Plan.	Our Equality Policy is available from the school office and will be published on the schools website.
5. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings.	Governors receive a report on the progress of the vulnerable groups and examine this with appropriate challenge to ensure equality of access and opportunity

Responsibilities	
7. The Headteacher and Inclusion Manager have responsibility for equalities concerns.	If you wish to discuss equality concerns please contact the Headteacher.
8. A member of the governing body has monitoring responsibilities for equality concerns.	For the Academic Year 2016-17 the governor responsible for inclusion is Mrs E. Broomfield

Staffing	
9. The school's programme of staff meetings and continuing professional development includes references to inclusion	Meetings scheduled for January the 15 th and January of 22 nd have Inclusion themes.
10. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative in line with the Equality Act 2010.	We ensure we adhere to the London Borough of Bromley's guidance on equal opportunities and recruitment.

Behaviour and safety	
11. There are clear procedures for dealing with prejudice-related bullying and incidents.	Our policy for responding to prejudice-related bullying and incidents is available on our website.
Racist Incidents are recorded and dealt with in line with the Schools Behavioural Policy. Parents are informed of incidents involving their child	School behavioural analyses
12. Pupil responses on questionnaire completed during the first autumn half term shows pupils feel safe at Leeson.	Evidence in the Analyses of the Children's Questionnaire

Curriculum	
13. Focussed attention is paid to the needs of specific groups of pupils (SEN and other vulnerable groups) additional support is provided where appropriate by accessing Banded funding or through individual or small group intervention.	<p>Our policy outlining support for children with additional needs is available on our website.</p> <p>School Provision Maps The impact of intervention is measured and analysed. This will then feed back into planning for 'next steps'</p>
14. There is coverage throughout the curriculum of equalities issues, particular with regard to tackling prejudice and promoting mutual understanding.	<p>This is evident during leaderships monitoring of teaching and learning.</p> <p>The cultures and beliefs of others are positively reflected through celebrating cultural and religious festivals; assemblies and contact with parents</p>
15. There are activities across the curriculum that promotes pupil's spiritual, moral, social and cultural development.	This is evident during leaderships monitoring of teaching and learning.

Consultation and involvement	
16. The school has procedures for consulting and involving parents and carers and for engaging with local groups and organisations.	<p>The school has a newly-established FOL: Friends of Leeson.</p> <p>The Governing Body is active within the school – attending meetings and events.</p> <p>Organisations are invited to speak or run workshops within the school</p>
17. The school has procedures for finding out how pupils think and feel about the school and has regard in these for the concerns of the Equality Act.	<p>Pupil voice is evident through surveys and through groups such as the Learning Council; the Anti-Bullying and the Eco councils.</p> <p>Pupils contribute to their learning through peer work evaluation. They will have access to their 'Learning Ladders' and are involved in demonstrating their progress.</p> <p>Pupils contribute to their school reports and are encouraged to be present to discuss their learning during Parents Meetings.</p>