



Equality Statement Archibald First School

Aims

Archibald First School aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 (race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment) 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.

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.

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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- 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
- identify any staff training needs, and deliver training as necessary

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All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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. Staff will receive training on the Equality Act and refresher training.

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 that 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 societies)

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

- Provide additional support for those with disability or special educational needs to ensure that they are able to fully access the curriculum.
- Collate and analyse information and data on all aspects of school life to ensure that policies and practices are fit for purpose to the needs of different groups of pupils.
- Analyse school performance data, on progress and attainment, to identify vulnerable groups of children and implement strategies to narrow the gap between them, the remainder of the cohort and national attainment averages.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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:

- Helping pupils understand the importance of equality and what forms discrimination can take and the impact discrimination can have.
- Encouraging and support our pupils with their own commitment to promoting equality and that everyone has the right to 'respect' as an individual

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- Promoting a sense of social conscience and aspiration amongst all groups of children enabling them to maximise their full potential as learner, citizen and human being.
- Ensuring a stimulating and engaging learning environment that will meet the needs of all our pupils regardless of sex, race, disability, or sexuality.
- Managing and supporting standards of good behaviour outlined in behaviour and safeguarding policies to ensure all pupils feel safe and secure.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes 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. 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.
- Supporting national initiatives of promoting 'British Values' amongst our school community eg democracy, the rule of law and why we have them.
- Delivering the 'No Outsiders' Programme to teach the key aspects of the Equalities Act 2010.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school strives to consider 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

At Archibald First School the protected groups are:

- Children with disabilities, specific health problems and/or special educational needs.
- Children from different racial and ethnic backgrounds.
- Children with different religion or beliefs.
- Differences between boys and girls.
- Children who have free school meals.
- Looked after children.
- Roamers and travellers.
- Families from different socio-economic backgrounds.
- Any vulnerable groups (the term vulnerable groups is used to refer to all children who are at risk of underachieving).

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Equality Objectives 2022-2026

Objective	Action	Impact - Outcomes
To train staff on how to respond effectively to prejudice-related bullying	By July 2023, the vast majority of our staff will feel confident in responding effectively to faith abuse, as shown in the annual staff survey	
To promote Spiritual, Moral and Cultural Development through all appropriate curricular opportunities with particular reference to issues of equality and diversity	<p>To support children through:</p> <ul style="list-style-type: none"> • Developing an understanding and awareness of the world around them e.g. different cultures, beliefs, religions through an enriched curriculum which includes; charity work, International school work; community initiatives • Review LTP to include RE units on other faiths and visits to a range of places of Worship • Whole school and class assemblies and collective worship • PSHE cross curricular links • Thirst for learning via curriculum enhancements 	The school and its community permeate an atmosphere of equality, diversity, cohesion and respect for all.
To ensure a strong sense of tolerance, empathy and acceptance for differences in ethnicity, religion, sexuality, gender and ability.	<p>In all aspects of school life, children will be encouraged to have empathy for pupils and be shown how they can support their peers in order that they can have equal opportunities.</p> <ul style="list-style-type: none"> • Ongoing review of PSHE and RE curriculum • Delivery of the No Outsiders Programme from EYFS to Y 4 • Implementation of the statutory Health and Relationships Education programme • Monitoring of incidents of a discriminatory nature • When incidents of a discriminatory nature are reported, the incidents are recorded and the '<i>individual</i>' is appropriately spoken to, parents informed. • Use of resources which uses multicultural images. • Traditions and cultures of faiths other than Christian are celebrated e.g. Chinese New Year, Eid Mubarak. 	<p>This is enhanced by tolerant behaviours and curriculum access which is pertinent to the needs of the school population.</p> <p>Individuals understand the need for tolerance and acceptance and display this in their behaviours.</p>

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<p>To analyse performance data to narrow the gap for identified groups.</p>	<p>Termly analysis of data to identify and provide for any gaps for groups and individual pupils. Performance management meetings with class teachers will regularly assess the impact of planned interventions as well highlighting where adjustments need to be made. Funding, such as the pupil premium, will be made available to support interventions / strategies.</p>	<p>All children make at least expected progress from their starting points. Gaps between identified groups and remainder of the cohort will be narrowed. Children identified within vulnerable groups will achieve at least the national average in terms of attainment where there are no additional barriers to learning.</p>
<p>To ensure that pupils are punctual and attend school consistently.</p>	<p>Registers are checked regularly and, where there is concern the School Attendance Officer will be contacted and parents will be informed.</p>	<p>Attendance for key groups is increased</p>
<p>To review school communication systems / methods to promote a greater sense of social cohesion across all stakeholders within the school community.</p>	<p>New families to the nursery receive an individual session at home / in school with their child to meet the staff and explore the environment. EYFS parents have access to online learning journals to keep them informed of children's work. Electronic Teachers2Parents system used for all communication (hard copies available) and payments so all stakeholders/family members receive equal communication and information from school. New families to school are introduced to our Family support worker. Archibald Toddlers aims to attract families who will join the nursery and main school to foster healthy relationships between home and school.</p>	<p>Members of the non-English speaking community will feel included / have access to all key information in line with others. Improved participation / response to school events / information from members of the school community whose participation was previously considered low.</p>

Monitoring and Evaluation

This statement was reviewed and agreed by the Governing Body. The overall statement will be reviewed every 4 years by the Full Governing Body whilst the equality published information will be updated annually.

The Equality Statement should be read in conjunction with the Accessibility Plan.

Approved: Autumn 2022

Next Review: Autumn 2026

Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN Policy
- SEN Information Report
- SEN Offer
- Looked After Children
- Medical Needs Policy
- Behaviour Policy
- Safeguarding Policy

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Equality Published Information

Data from 2022-2023

- The school had 338 pupils on roll including Nursery aged children. 14 nursery aged children attended full time (352).
- The school continued to have a mixed socio-economic population. Families at Archibald come from local authority rented accommodation, privately rented homes and privately-owned homes.
- 65% of the school community were White British with 35% (increased %) coming from other white, Asian, mixed race, African background. 77% of children had English as their first language.
- The proportion of pupils eligible for free school meals was 9.3% (declining %) whilst the percentage of Pupil Premium children was 13.8%
- At the end of 2022-23 there were 45 children on the SEN register – 13% of our pupils have SEND; Of this 13%, 18% have an EHCP with 82% recorded as SEND Support
- Attendance to the end of the school year was overall was 96%. No groups of pupils had an average attendance of below 95%.
- At the end of Reception, 48/59 children achieved a Good Level of Development (GLD). This is 81.3% of our children. Of the 11 not achieving GLD - 4 have SEN including 1 pupil with an EHCP, 3 speak English and as Additional language, 6 are boys, 4 are FSM and 5 are Pupil Premium. 1 child eligible for Free School Meals (FSM) and 1 child who is Pupil Premium achieved a good level of development
- In the Key stage 1 statutory assessment, 67% of the cohort attained at least the expected standard in reading, writing and maths combined. 7 of the children who did not attain the expected standard across reading, writing and maths have SEN, 3 speak English as an additional language, 3 are FSM/PP. 40% of children eligible for Free School Meals (FSM) and 57% of PP children achieved this.
- The school's internal assessment tracking system is used to identify those pupils who are not making the required progress.

Data from 2021-2022

- The school had 341 pupils on roll including Nursery aged children. 14 children attended full time (352).
- The school continued to have a mixed socio-economic population. Families at Archibald come from local authority rented accommodation, privately rented homes and privately-owned homes.
- 71% of the school community were White British with 29% coming from other white, Asian, mixed race, African background. 84% of children had English as their first language.
- The proportion of pupils eligible for free school meals was 10.5% whilst the percentage of Pupil Premium children was 13.8%
- At the end of 2021-22 there were 39 children on the SEN register – 11.5% of our pupils have SEND; Of this 11.5%, 25% have an EHCP with 87% recorded as SEND Support
- Attendance to the end of the school year was overall was 95.2%. Only the SEN support group had attendance below 95% and it was actually 94.8%.
- At the end of Reception, 50 children achieved a Good Level of Development (GLD). This is 83% of our children. Of the 10 not achieving GLD - 3 have SEN, 1 is being monitored for SEN, 4 speak English and as Additional language, 9 are boys. 66% of children eligible for Free School Meals (FSM) achieved a good level of development.
- In the Key stage 1 statutory assessment, 80% of the cohort attained at least the expected standard in reading, writing and maths combined. 6 of the children who did not attain the expected standard

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across reading, writing and maths have SEN whilst another child is new to English. 50% of children eligible for Free School Meals (FSM) achieved this.

- The school's internal assessment tracking system is used to identify those pupils who are not making the required progress.

Data from 2020-2021

- The school had 338 pupils on roll including Nursery aged children. 14 children attended full time (352).
- The school continued to have a mixed socio-economic population. Families at Archibald come from local authority rented accommodation, privately rented homes and privately-owned homes.
- 74% of the school community were White British with 26% coming from other white, Asian, mixed race, African background. 88% of children have English as their first language.
- The proportion of pupils eligible for free school meals was 13.1% whilst the percentage of Pupil Premium children was 15%
- At the end of 2020-21 there were 32 children on the SEN register – 9.5% of our pupils have SEND; Of this 9.5%, 28% have an EHCP with 72% recorded as SEND Support
- No data has been produced for 2020-21 due to the COVID 19 pandemic.
- Attendance to the end of the school year was overall was 97.8%.

Data from 2019-20

- The school has 345 pupils on roll including Nursery aged children. 8 children attend full time (353).
- The school has a mixed socio-economic population. Children come from local authority rented accommodation, privately rented homes and privately-owned homes.
- 78% of the school community are White British with 22% coming from other Asian, mixed race, African background. 88% of children have English as their first language.
- School is in the lowest 20th percentile for SDI (Social Deprivation Indicator), School has an IDACI score of 0.09% There is no national data for 2019-20.
- The proportion of pupils eligible for free school meals is 12.5% which is lower than the National Average of 17.3%
- 8.0% of our pupils have SEND; Of this 8%, 35% have an EHCP with 65% recorded as SEND Support
- No data has been produced for 2019-20 due to the COVID 19 pandemic.
- Attendance to the 20th March 2020 overall was 97.2%.

Data from 2018-19 cohort

- School is in the lowest 20th percentile for SDI (Social Deprivation Indicator), this is below the national average with 0.17% of pupils living in the 10% most deprived wards in England. School has an IDACI score of 0.09% compared to 0.21% nationally (2018 national figure)
- Pupil mobility is above the National average for stability 97.5% compared with National average 85.8%. The proportion of pupils eligible for free school meals is 13.9% which is much lower than the national average of 23.5%
- 7.6% of our pupils have SEND support, which is below the national average of 13.8%.
- The proportion of disadvantaged KS1 pupils that attained at least 'expected' was above the national figure for other pupils in reading, writing & mathematics (provisional National Data 2019).
- Attendance overall is above National average at 97.5% (2019), no vulnerable groups have attendance below 96%.

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- The school's internal assessment tracking system is used to identify those pupils who are not making the required progress.
- The school's performance indicators show that for 2018-2019 there is no significant difference between the attainment of boys and girls in the Statutory Attainment Tests at the expected level of attainment.