



Urchfont C of E Primary School

Equality Information 2023



1. Introduction

At Urchfont, we are committed to ensuring equality of opportunity in line with the Equality Act 2021, for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We endeavour to make a positive contribution to society by demonstrating qualities such as respect, co-operation and valuing differences while celebrating cultural diversity, in school and in the wider community.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment, which champions respect for all. At Urchfont CE Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us. We believe that equality is at the heart of good educational practice. All are of equal value and deserve equal access to every aspect of school life. They have equality to learn and work towards their highest possible levels of achievement. The vision and values, which we uphold as a school, help to emphasise equality for all staff and pupils at all times.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We aim to ensure

that every member of the school community is given equality to achieve their full potential – each individual is entitled to work in a supportive environment. In order to achieve this, we are committed to:

- equal access and treatment for all
- being responsive to changing needs
- educating and informing children and parents about the issues in this policy
- avoiding prejudice
- promoting a positive self-image and mutual respect, regardless of differences
- providing for all, according to their needs
- ensuring that equality of opportunity permeates the whole curriculum and ethos of the school
- using resources and examples which provide a positive image of all groups
- acknowledging the richness and diversity of British society and to prepare children for their part in this
- working to an agreed code of conduct which can be modified, monitored and evaluated according to current best practice
- developing a positive attitude to equality by all staff, children, parents, governors and all who participate in the life of the school We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time, which affects instinctive responses.

Following these principles every day, helps us to eliminate discrimination within our school.

We strive to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

2. Equality Objectives

We have identified two Equality Objectives as our priorities until 2025. These are: -

- to narrow the gap in attainment, progress and differences in attitude between boys and girls through the school.
- to continue to address pupil and staff mental health and wellbeing as part of our commitment to promote positive mental health within our children and adults reflecting that we all have mental health but sometimes it is not as good as it could be and this could be transferred into adult life.

We are working hard to reduce the academic gap between boys and girls. At Urchfont, more girls are working at an age expected level in reading and writing with boys out-performing generally out-performing girls.

The school has continued to place the well-being of children at the heart of all of its work. As a result, in a pupils' survey (June 2021), 91% of pupils felt that all children were treated equally and 92% of children were happy in school.

3. Protected Characteristics

We will recognise that there are groups within our school community that are protected and that we will work hard to eliminate any discrimination that might occur even on an unconscious bias. These might include: -

- **Gender** - This school has well established practice to raise the attainment of boys - particularly in writing including boy orientated topics, Drama into Writing techniques, booster groups etc. As a result of this initiatives, we have seen an improvement in the attainment of the boys in writing. We will continue to ensure that we reduce the gender gap in attainment at Key stage 1 and 2.
- **Minority Ethnic Pupils** - Very small numbers of minority ethnic pupils in Urchfont School mean that individual pupil-targeted approaches must be used to identify both underachievement, and to celebrate successes.
- **Gypsy/Roma/Traveller Pupils** – The school will work with the LA and seek advice and resources if pupils belonging to this group are admitted to school
- **English as an Additional Language** - the school will work with the LA and seek advice and resources if pupils belonging to this group are admitted to school
- **Religion and Belief** - Urchfont School recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a specific faith or belief, or whether this relates to wider belief systems, morals and ethics. Urchfont School is committed to supporting all our young people as they develop a personal relationship with their own values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life. Urchfont School ensures that all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities.
- **Gender Identity and Sexual Orientation (LGBT)** -This school is committed to ensuring that all our children feel safe while at school and that each child is given the chance to develop their unique identity with support from teaching and support staff, and their peers. Pupils are taught that families come in many different forms and include single-parent; grandparent-led; same-sex parents; step-families; foster families; families who have adopted children; etc. Our pupils understand that although families can be very different, what matters is that everyone in a family loves and cares for each other. We recognises that negative views within wider society about LGBT+ people can have a detrimental effect on pupil wellbeing. This school has benefited from the work undertaken by the Church of England and published in the document "*Valuing All God's Children*" which provides a framework that helps our school to address all issues of bullying behaviour and discriminatory language, and includes homophobia, biphobia and transphobia.

- **Disability (Special Educational Needs and Disability)** – We monitor the progress and well-being of these pupils and recognises that this group of pupils will often require additional nurture and support to fulfil their potential. Children may have cognition and learning difficulties, Speech and Language issues and Communication and Interaction difficulties.

SEND Pupils and the link with Poverty - Children from low-income families are more likely than their peers to be born with inherited special educational needs and disabilities (SEND), are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND while at school. We are committed to working with parents and outside agencies to ensure all children reach their full potential. The school employs a Parent Support Advisor for one morning per week to work with families who require additional support.

- **Pupils with Mental Health Concerns** – We have become increasingly aware of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. At Urchfont School, we employ an Emotional, Literacy Support Assistant to support pupils who need specific intervention in this area. In addition, each class follows the Jigsaw PSHE scheme of work. Classes have worry boxes where children can share concerns with class staff and weekly 'Chatter that Matters' sessions are held where children can have time to express what is on their mind.

4. Equality Objectives

We are required to update our published Equality Information each year, and in addition, must have at least one Equality Objective that we can focus and work on for a period of up to four years. An objective is about change. It should be specific, measurable, achievable, relevant (realistic) and time-bound (SMART).

- Equality Objective: Mental Health - We aim to address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood but have a greater impact in adult life. Academic attainment is important, but pupils also need to progress through their education feeling happy and self-confident. Urchfont is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.

5. Our School – What we are doing?

The Head Teacher is the member of staff who provides advice and support on this area of equalities. We will use all opportunities to support and develop our pupils. This will be fulfilled through: -

Assemblies

- To encourage equality,
- Key Visitors to demonstrate opportunity

- Sharing and celebration assemblies

Curriculum

- Linking with a school in Sudan & fundraising to increase opportunities for those children in linked school,
- RE curriculum,
- PSHE

3. Events

- Continued fundraising for school in Sudan
- Sponsorship of two children to attend school in Juba, South Sudan