



Equality Information and Objectives

Date for review:	January 2024
Person responsible for review:	Executive Headteacher
Signed by Chair of Governors	January 2020



Dordon Primary School **Public Sector Equality Duty (Updated January 2020)**

Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need 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.

Dordon Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.



Equality Information

Number of pupils on roll at the school: 204

Age of pupils: 3 to 11

Characteristics of Dordon Primary School

Dordon Primary School is a small primary school situated in North Warwickshire on the outskirts of Tamworth. The school catchment includes one of the most deprived wards in the borough and faces considerable socio-economic challenges; the catchment has significant levels of deprivation. Most pupils are of White British heritage with only 3% speaking English as an additional language, which has remained stable in recent years. The percentage of children eligible for free school meals is above the average for the Borough.

In January 2020, one child on the child protection register, one classed as Child In Need and five children in families subject to Early Help, five children were in care. However, these figures are constantly changing. Unfortunately, domestic violence, drug and alcohol abuse, neglect and poor housing are factors that frequently have to be overcome. Pupil mobility is high; in 2017-18, 15 children joined the school and, in 2018-2019, 20 children joined the school.

Such mobility often has a dramatic impact on continuity and progression of education for individual pupils.

The percentage of children eligible for free school meals is above the average. In January 2020, 55 children were entitled to PPG (27%). 37 children (18%) were on the school's SEN register, 3 with an Education, Health and Care Plan (EHC Plan). In addition, 35% of the pupils on the SEN Register were also entitled to PPG

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Dordon Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.



We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that Dordon Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.



Equality Objectives

At Dordon Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

Equality Objective 1:

To further develop robust systems for monitoring pupil progress in order to support and broaden opportunities for vulnerable families

Why have we chosen this objective:

Data analysis shows some inequality of attainment and progress between some groups of children. We must reduce this gap and ultimately close it.

To achieve this objective we have to:

- Identify groups and individuals at risk of underachievement and plan intervention and support to address any gaps identified through ongoing assessment
- Support vulnerable families to access a broad range of support to include access to extra-curricular activities
- Review and evaluate provision to ensure provision is effective in closing the gap

Equality Objective 2:

To raise levels of progress and attainment in core subjects for all groups, particularly for vulnerable and disadvantaged pupils

Why have we chosen this objective:

Data analysis shows some inequality of attainment and progress between some groups of children. We must reduce this gap and ultimately close it.

To achieve this objective we have to:

- Ensure the delivery of the curriculum is effective with pupils receiving lessons that are planned in light of ongoing formative and summative assessment
- Track progress and attainment for pupils identifying gaps and addressing these through intervention and future lessons
- Develop effective feedback strategies (not marking) to ensure pupils maximise progress both in lessons and over time.



Equality Objective 3:

To ensure no child in school is deprived of their curriculum entitlement - ensuring they receive a broad and balanced curriculum irrespective of race, gender or individual needs.

Why have we chosen this objective:

Historically interventions have been run in the afternoons to support pupils to close any gaps identified in their learning. This has meant a narrowing of their curriculum for a period of time. This can no longer happen.

To achieve this objective we have to:

- Review the way interventions are delivered and make support more targeted in class to address gaps identified through summative and ongoing formative assessment
- Where pupils attend the Hive to address their additional needs, ensure they complete their curriculum entitlement

Equality Objective 4:

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement

Why have we chosen this objective:

Historically it has been difficult to engage some pockets of parents in school activities. Some groups of pupils have been reluctant to engage in additional school experiences.

To achieve this objective we have to:

- Analyse current % of engagement by parents and identified groups of pupils
- Plan and deliver a programme of activities to engage parents in wider school life
- Run curriculum workshops/ hands on events for parents to attend to see how we work in school
- Support families using PPG to engage in a range of activities including after-school clubs, trips and the residential.