

**Sibford Gower Endowed Primary School  
Equality Policy Impact statement January 2021**

The Warriner Multi Academy Trust's Single Equality Policy has 2 key equality objectives, and the policy outlines in detail what we will do to achieve them. The equality objectives are;

- **To ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice throughout all of our schools.**
- **To ensure progress of our children is not hindered by inequality**

The aim of this impact statement is to show our compliance with the Public Sector Equality Duty by demonstrating the impact of our Equality Policy and the progress towards our Equality Objectives.

***This year at Sibford Gower Endowed Primary School has been marked by the Covid 19 pandemic with arrangements within the year moving from normal opening, through lockdown and partial re-opening, and then into full re-opening under Covid-19 arrangements. Throughout this time we have maintained a strong focus on mitigating the risk of inequality potentially arising from these changing circumstances, including access to learning. We have done the following to ensure that the promotion of equality and human rights and elimination of discrimination and harassment is embedded in practice;***

- Taught a 'Protective Behaviours' curriculum to all of our pupils with a focus on 'we all have the right to feel safe' and 'is my fun, fun for everyone?'
- Promoted positive views for different groups through planned assemblies and classroom learning opportunities, etc.
- Focused on values such as trust, respect, resilience, empathy and understanding, recognizing when these values are embodied in pupil behaviour through our rewards system.
- Actively encouraged positive attitudes towards pupils and staff with the expectation that everyone treats others with dignity and respect.
- Reviewed our PSHE (Personal, Social and Health Education), Citizenship and SRE curricula to ensure they are broad and balanced, celebrate diversity and promote respectful relationships
- Reviewed our behaviour and anti-bullying policies and our SEND (Special Education Needs and Disability) policy and shared expectations with pupils.
- Maintained our democratically elected our pupil school council and held regular assemblies and meetings to ensure that the voice of all pupils can be heard (interrupted by Covid pandemic)
- Communicated with parents via regular newsletters, letters & emails, parent consultation meetings, phone calls and the school website, making extra effort to contact parents who might need support with communication, e.g. accessible timings for meetings
- Continued/established EHAs (Early Help Assessment) and TAFs (Team Around the Family) using online means as necessary, e.g. Teams, Zoom, EHCPs (Education, Health and Care Plan) and individual health care plans and individual behavior support plans to support pupils within school.

- Encouraged specific groups to participate in extra-curricular activities such as sports clubs, sporting events.
- Used a range of criteria to identify 'vulnerable' pupils/families who have required additional support during lockdown. Ensured there is a range of support in place from inclusion in the key worker/vulnerable groups welcomed into school during lockdown, to the provision of laptops or printed learning resources to support home learning, to regular welfare checks with supportive follow-up action taken where needed.
- Facilitated the provision of care packages for economically vulnerable families.
- Monitoring attendance and attendance patterns, and participation in remote learning.
- Worked closely with outside agencies to support pupils and families where appropriate.
- Ensured that staff members are appropriately trained to meet the needs of pupils.
- Developed personalized evacuation plans and risk assessments to ensure that all pupils will be safe in the event of evacuation.
- Ensured that no pupil is excluded from opportunities such as trips and extra-curricular activities where hardship is a potential barrier, through use of pupil premium and other funds.
- Encouraged positive working relationships between staff through collaborative working.
- Ensured all staff members and volunteers are aware of our Whistle Blowing policy and the other policies that relate to equality and equal opportunities.

This is how we have measured the impact;

- Conducted a parent survey regarding home learning including access to resources and support – feedback from this was reflected in adaptations to planning for home/remote learning
- Logged welfare checks and outcomes during lockdown
- Logged and monitored behaviour incidents, including those of potential bullying.
- Pupil interviews – pupils can articulate the principles of Protective Behaviours, our Respect Code and our Behaviour related policies. They say they feel safe at school.
- School Council have behavior and bullying as a standard agenda item.
- High participation in school sports and physical activity, including extra-curricular clubs, of all groups, during the period when school was open as normal.
- High 'take-up' of staff training opportunities, including SEND and other learning support. Staff report that they feel more confident in addressing pupil need.
- TAF reviews.

This year at ***Sibford Gower Endowed Primary School*** we have done the following ***to ensure the progress of our children is not hindered by inequality;***

- Whilst we were not able to make evidence based assessments at the end of academic year 2019-20, we did carry out evidence-based baseline assessments at the beginning of academic year 2020-21, enabling us to monitor the progress of students with different characteristics in comparison to the whole cohort.
- Held termly pupil intervention meetings to identify and discuss strategies to meet the needs of children both in identified 'groups' i.e. SEN, PP (Pupil Premium) and also those who may be vulnerable for other reasons, and review impact.
- Held additional joint strategy meetings regarding the needs of specific individuals or groups.
- Ensured that all staff members are aware of the needs of different pupils and appropriately trained to meet those needs.
- Put strategies in place to minimize gaps identified for all pupils, including;

- personalised interventions,
- additional adult support,
- flexible timetabling,
- targeted opportunities such as inclusion in vulnerable pupil bubbles

This is how we have measured the impact;

- Generating and analyzing comparative attainment and progress statistics for groups, including SEND and Pupil Premium (PP)
- By tracking the attainment and progress of SEND and PP pupils individually and comparing each pupil's attainment with both their class peers and ARE (Age Related Expectations).
- By rigorously recording and regularly reviewing the impact of interventions on pupil learning, and adapting as needed.
- Through careful monitoring of behaviour to assess the impact of different strategies.

*(Because of the pandemic, we do not have end of year data available for academic year 2019-20. The strategies above relate to in-year data, including baseline data obtained through assessments carried out following the full re-opening of school)*

**The schools in the Warriner Multi Academy Trust will continue to strive towards removing inequality as a barrier towards achievement. We will ensure that our staff, parents and student are familiar with our Equality Policy, the objectives in it and what it means in practice.**

***This statement was approved by the Academy Committee for publication on Wednesday 13<sup>th</sup> January 2021***

***To be reviewed: January 2022***