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**The Warriner Multi Academy Trust**

**Sibford Gower Endowed Primary School**

**Equality Policy Impact statement January 2017**

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*** 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, visiting speakers, classroom learning opportunities, etc.
* focused on values such as tolerance, trust, respect 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) and Citizenship curriculum to ensure that it is broad and balanced and celebrates diversity.
* Actively sought to develop links with those from other areas, countries and cultures to share experiences.
* Reviewed our behaviour and anti-bullying policies and our SEND (Special Education Needs and Disability) policy and shared expectations with pupils.
* Democratically elected our pupil school council and held regular assemblies and meetings to ensure that the voice of all pupils can be heard.
* Communicated with parents via regular newsletters, emails, parent’s evenings, phone calls and the school website, making extra effort to contact parents who might need support with communication, e.g. accessible timings for meetings, no internet access, etc.
* Continued/established CAFs (Common Assessment Framework) and TACs(Team Around the Child), EHCPs (Education, Health and Care Plan) and individual health care plans to support pupils within school.
* Encouraged specific groups to participate in extra-curricular activities such as sports clubs, sporting events, and enrichment and challenge workshops
* Monitored attendance, establishing attendance contracts where necessary.
* 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 can access trips, including our residential trip.
* 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 and staff ‘events.’
* Ensured all staff members are aware of our Whistle Blowing policy and the other policies that relate to equality and equal opportunities.

This is how we’ve measured the impact;

* Completed a parent survey:

**A score of 80+ signifies “outstanding in all facets with very strong parental engagement”**

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| --- | --- |
| My child is treated fairly and equally whilst at school  | 82.7 |
| My child is neither bullied nor harassed at this school  | 82.2 |
| This school encourages my child to develop maturity, independence, and how to support others  | 87.1 |
| This school provides a safe and secure environment for learning  | 90.9 |
| Pupils' efforts and achievements are celebrated at this school, whether academic or otherwise  | 85.5 |
| My child has the opportunity to learn about different races/religions/faiths at this school  | 82.9 |
| At this school there is an expectation for every child to work hard and do their best  | 82.9 |

* 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 ‘Hot Spots and Grot Spots’ review shows that the vast majority of concerns that pupils raised through the school council are effectively addressed.
* 25% + increase in attendance of pupils with attendance contracts in place.
* All Year 5 & 6 pupils were able to attend and fully participate in the residential trip, regardless of SEND or financial circumstances.
* High participation in school sports and physical activity, including extra-curricular clubs, of all groups, leading to achievement of Silver School Games Award.
* High ‘take-up’ of staff training opportunities, including SEND and behaviour support. Staff report that they feel more confident in addressing pupil need.
* Application for International Schools Award ‘in process’.
* TAC 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;***

* Monitored 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 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 enrichment and challenge workshops, Change 4 Life lunchtime club, inclusion sports events.

This is how we’ve measured the impact;

* Generating and analyzing comparative attainment and progress statistics for groups, specifically boys, girls, SEND and Pupil Premium (PP)

Attainment against Age Related Expectations (ARE) – **based on teacher assessment.**

|  |  |
| --- | --- |
|  | Pupils in KS1 &2 achieving at least expected levels for their year group. |
| Reading  | Writing | Mathematics |
| Pupil Premium – incl. SEN (11 pupils) | 82%  | 64% | 73% |
| Pupil Premium - no SEN (9 pupils) | 89% | 78% | 89% |
| All pupils ( 97) | 85% | 76% | 83% |

Attainment against Age Related Expectations (ARE) – **based on SATs scores**.

|  |  |
| --- | --- |
|  | Pupils in KS1 &2 achieving at least expected levels for their year group. |
| Reading  | Writing | Mathematics |
| Pupil Premium – incl. SEN (11 pupils) | 73%  | 64% | 64% |
| Pupil Premium - no SEN (9 pupils) | 78% | 78% | 78% |
| All pupils ( 97) | 86% | 78% | 87% |

There were two Pupil Premium pupils (one of whom was SEN) exiting KS2 in this academic year.

There was one Pupil Premium pupil exiting KS1.

* By tracking the attainment and progress 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.

**The schools in the Warriner Multi Academy Trustwill 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 Governing Body for publication on the 25th January 2017.***