

Iceni Academy



Public Sector Equality Duty Meeting the needs of ALL members of the school community

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School Policy Statement on equality and community cohesion

Our school is committed to equality both as an employer and service provider

- We aim to ensure that everyone is treated fairly and with respect
- Our aim is to sustain a safe, secure and stimulating place for everyone.
- We recognize that people have different needs , and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognize that for some pupils extra support is needed to help them achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our class and school councils.
- We aim to make sure that no-one experiences harassment, less favorable treatment or discrimination because of their age; any disability they may have; their ethnicity; colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or recently having a baby; their religion or beliefs; their sexual identity and orientation.

We set our accessibility plan objectives for 4 years and review the progress annually. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect amongst others:

1. Pupils from certain cultural and ethnic backgrounds.
2. Pupils from service families who may experience high mobility.
3. Pupils who are disabled, or who are in the process of being diagnosed as disabled.
4. Pupils who belong to low income households and pupils known to be eligible for free school meals.
5. Pupils who have special educational needs.
6. Boys in certain subjects and girls in certain other subjects.
7. Vulnerable pupils , where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

In addition to this short statement we also have a full school policy on equality and community cohesion.

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

- **Eliminate unlawful discrimination, harassment, victimization** 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.

At Iceni Academy we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

Part 1 : Information about the pupil population and their achievements compared to national where available

Number of pupils on role January 2016 : 194

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a “physical or mental impairment which has a substantial and long term effect on that person’s ability to carry out normal day to day activities”

Register January 2016

Percentage of pupils with disabilities: 15%

Percentage of pupils on SEN register : 22%

There are pupils at our school with different types of disability and these include: Autism, physical disability, Attention Deficit Disorder, asthma and eczema,

Pupil Data on SEN, unvalidated Raise Online November 2016

	No. of pupils	% of school population	Nat average KS2 maths, reading, writing 2015	Iceni standards 2015	National progress 2015 APS	Iceni end of KS2 progress 2015 APS	National attendance	Iceni attendance
No identified SEN	151	78%	80%	81%	28.7	29.9	96.1%	95.35%
SEN without EHCP	42	21.5%	0% 2 pupils	43%	22.5 2 pupils	25	95%	96.37%
Statement and EHCP	1	0.5%	0% 1 pupil	16%	22.5 1 pupil	18.8	Unknown at present	Unknown at present

Pupil Data on gender, unvalidated Raise Online November 2016

	No. of pupils	% of school population	Nat average KS2 maths, reading, writing 2015	Iceni standards 2015	National progress 2015 APS	Iceni end of KS2 progress 2015 APS	National attendance	Iceni attendance
Female	82	42%	83%	71%	29	28.3	Unknown at present	Unknown at present
Male	112	58%	77%	88%	28.6	28.2	Unknown at present	Unknown at present

Pupil data on Ethnicity and Race (January 2016) total in school 17%

	Boys	Girls	Total		Boys	Girls	Total
White British	88	61	149	Black African	6	3	9
White European	9	10	19	Black Caribbean			
Pakistani	0	1	1	Gypsy / Roma			
Indian	2	0	2	Mixed White & Black African	2	2	4
Other Asian	2	3	5	Chinese	0	2	2
Mixed White/Asian	2	0	2				

We currently have 23 countries of origin within the school, White European include; Polish, Italian, Greek, Albanian, Rumanian, German, Turkish,

Religion and belief (correct as of January 2016)

	% school		% school		% school		% school
Christian	47%	Jewish	0	other	2.5%	No religion	48%
Muslim	1%	Sikh	00			unknown	0.5%
Hindu	1%						

English as an additional language(EAL) (correct as of January 2016)

	Boys	Girls	Total	% of school
EAL	16	14	31	16%

Service children (correct as of January 2016)

	Boys	Girls	Total	% of school
Service pupils	34	14	48	25%

Low income backgrounds (Free school meals) FSM (correct as of January 2016)

	Boys	Girls	Total	% of school
FSM	18	11	29	15%

Vulnerable pupils (correct as of January 2016)

	No. of pupils	% of school
Pupils for whom home circumstances are known or believed to be challenging	42	22%

Part 2: Our main equality challenges

**This is a summary of the challenges we are most concerned about
We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in the school.**

Attainment of all groups

We have prioritized closing the gap between disadvantaged children (pupil premium pupils) and as our data shows we have been very successful overall. We are now breaking down the PPG and focusing on the attainment of groups within the larger group.

We have a rapidly expanding group of EAL pupils, many of whom arrive with little or no understanding of English. This group are a major focus for the foreseeable future.

As a garrison school we have to take a high mobility within the pupil numbers into account and our current provision is producing good attainment and progress data for this group.

Part 3: How we have due regard for equality

- The information provided here aims to show you that we give careful consideration to equality issues in everything we do.
- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.
- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.
- We record any racist or homophobic incidents and act upon any concerns and report this to Governors on a termly basis, and the LA when appropriate.
- The leadership team is focused on closing the gaps and this is reflected in the school's values.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy and maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a SEN policy and a statement of provision for SEN pupils which is available from the website.

Disability & SEN. We are committed to working for the equality of people with and without disabilities

How we advance opportunity	How we foster & promote community cohesion	Impact and what we plan to do next
<p>We set challenging targets to ensure our children with disabilities make good progress</p> <p>We provide good training for our staff on inclusion, differentiation and equality of provision</p> <p>When required we gain external advice and support for many different professionals</p> <p>We promote positive links with parents/carers</p> <p>There is a designated governor for SEN</p> <p>Specific targeted support where appropriate</p> <p>Annual reviews</p> <p>Termly meetings for one planning</p> <p>Liaising and working in partnership with a number of professional organisations</p> <p>A dedicated team of staff to support SEN</p> <p>A comprehensive accessibility action plan is located at the end of this document</p>	<p>Our school admissions criteria which welcomes all pupils</p> <p>We work closely with King’s Ford Infant school and local secondary schools to ensure transition is as comprehensive, smooth and effective as possible.</p> <p>Regular meetings with parents</p> <p>We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience</p> <p>We ensure that the curriculum includes discussion on disability and opportunities to meet adults with disabilities.</p> <p>The school promotes the growth mindset philosophy which supports self belief and overcoming barriers.</p> <p>We have a dedicated Community Cohesion Leader who works with families and all our community partners.</p>	<p>Children experience a positive start</p> <p>Parents are kept well informed</p> <p>Effective, positive relationships with parents, school and children working in partnership to support the child.</p> <p>Effective inclusion of children with disabilities.</p> <p>Pupil perceptions show that children with additional needs are happy in the school.</p> <p>Next step 2016 All classes to receive further instruction from SENCO on differentiation and scaffolding. Impact: 80% of Sen pupils are on track to achieve ARE July 2016.</p> <p>Governors next step 2016 To organize and analyse a survey of school stakeholders. Impact: results of survey to be reflected in School Priority Plan by end April 2016</p>

Ethnicity & race including EAL Learners: This is a group of pupils which is growing rapidly and projected figures indicate that it will continue to rise. The school currently has different languages as first languages and 17% of pupils are EAL, a rise of 7% since 2015

How we advance opportunity	How we foster & promote community cohesion	Impact and what we plan to do next
<p>Initial assessments are completed promptly for new arrivals and learning plans are put in place. These may include targeted intervention.</p> <p>We identify appropriate provision and then monitor impact</p> <p>We have a dedicated team who are trained in TEFL and who work with EAL pupils daily.</p> <p>We have a wide range of resources to support the learning of English including IT resources.</p> <p>Students from Essex University volunteer in school to support EAL pupils from their own countries.</p> <p>These students translate in parent meetings and support the school with translating paperwork.</p> <p>EAL progress and attainment is monitored half termly.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p> <p>We ensure that the curriculum covers race and discrimination through lessons, assemblies and invited visitors</p>	<p>Part of our aim to celebrate our multicultural demographic is displayed in the flags of all countries of origin in the reception area.</p> <p>We use ICT to support translations</p> <p>An informal open door policy, teachers are available at the end of the day</p> <p>Parent meetings are available monthly</p> <p>We are developing a curriculum that supports all pupils to understand respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>Our Learning Mentor helps our foreign parents with communications with external agencies and support networks.</p>	<p>All pupils are made to feel welcome whatever their nationality or first language.</p> <p>Every effort is made by the school to support and integrate pupils quickly to support progress and attainment of ARE.</p> <p>Effective , positive relationships with parents and school working to support the child.</p> <p>Pupil perceptions show that EAL children are happy in the school.</p> <p>Next step 2016 Looking at including more “special events” which are pertinent to our EAL pupils. Dedicated staff member to monitor and plan these events. Impact : Multicultural days where parents are invited to participate planned into the school calendar by end of 2016</p>

Vulnerable groups, specifically pupils from low income families, FSM Our disadvantaged pupils achieve well in SATs. However there is a group of boys who are SEN and FSM who do not achieve as well as other groups.		
How we advance opportunity	How we foster & promote community cohesion	Impact and what we plan to do next
<p>We monitor the attainment and progress of all FSM pupils half termly.</p> <p>Provision maps for each class identify FSM pupils and these are monitored at termly pupil progress meetings for impact against data.</p> <p>Small group and 1 to 1 tuition in Year 6 is targeted at FSM.</p> <p>FSM families are allocated £50 uniform allowance per year per child to ensure that lack of uniform is not a reason for non attendance.</p> <p>A free breakfast club is available to all pupils daily.</p>	<p>The school has a wide range of extra curricular activities to provide opportunities in many different areas. All clubs are free.</p> <p>We employ a Learning mentor with PPG funding who works with FSM parents and pupils.</p> <p>Our monitoring of attendance is rigorous and robust.</p> <p>The school employs a Play Therapist to work mainly with FSM pupils.</p>	<p>Our disadvantaged pupils are attaining the same or better than national averages. Raise online Data unvalidated 2015.</p> <p>Next step 2016 Focused support for boys who are SEN & FSM. Data shows these boys are also likely to be persistent absentees. TAC meetings for identified pupils and targeted support. Aim for 75% this group to meet ARE in reading, writing maths July 2016 in year 6 and for 80% of group across school to be on track to meet ARE.</p>
Religion and Belief: To promote compassion and empathy for people of other faiths especially in light of our growing multicultural demographic		
How we advance opportunity	How we foster & promote community cohesion	Impact and what we plan to do next
<p>We support our pupils to build their sense of identity and belonging through our curriculum</p> <p>We endeavor to invite speakers from other faiths in as often as possible.</p>	<p>We visit places of worship in Colchester as part of our RE curriculum cycle</p> <p>We follow closely the agreed RE syllabus from ECC</p> <p>We forge links with our local church and try to hold events in the church where appropriate.</p> <p>We recognize significant religious events for different religions</p> <p>We promote British values through the curriculum and assemblies and especially promote tolerance and understanding</p>	<p>We have very few racist incidents</p> <p>The RE curriculum is covered fully</p> <p>British Values are promoted and celebrated throughout the school.</p> <p>Next step 2016 Integrate more religious festivals into the school calendar. Source more speakers to lead assemblies . Impact: All major religions to have at least one significant event celebrated during 2016.</p>

Part 4: Consultation and engagement

We aim to engage and consult with pupils, staff, parents, carers , governors, local community and school stakeholders so we can develop our awareness and information, learn about the impact of our policies , set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Termly questionnaire pupils
- Yearly questionnaire parents / carers
- Consultation evenings monthly, open days
- Termly reports on progress and attainment
- Informal morning / end of day chats with Headteacher, Learning Mentor
- School Council, Star Table with HT, Books and Biscuits with HT, Governors
- Governor visits, Governor meetings

Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our objectives are based on analysis of data and other information. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantages and will support our aim to provide the very best provision for the pupils as we can.

We will review the progress we are making towards meeting the objectives yearly at Local Governing Body in spring term, termly at staff meetings and pupil progress meetings, half termly at leadership meetings.

Iceni Academy Accessibility Plan, part of the Equalities Statement

TARGET	ACTION TO BE TAKEN	PERSON RESPONSIBLE AND COST	COMPLETION DATE	SUCCESS CRITERIA	MONITORED/EVALUATED
To ensure that all areas of the school are accessible to all pupils and parents.	New ramp access to enable access for all.	Headteacher and Equality Governor to obtain quotes for this work. To be put into school development plan to ensure that work is carried out when money becomes available in the budget.	2012-2015	All areas of the school will be accessible to all pupils and parents.	Reviewed at termly Finance Governors meetings – added to Finance agenda.
	Toilet seats coloured in disable toilet to enable them to be used by visually impaired visitors and children.				
	Path to be constructed on field for wheelchair exit from fire doors.	2016 Need identified equality governor			
	Classroom doors to be widened to recommended widths for wheelchairs.				
	All ground floor classrooms to have ramped exits.				
	Fire doors at end of corridor to be ramped.				
					Doors to disabled toilet painted in different colour as per advice from Archers. New taps in disabled toilet. Ramps outside double fire doors, 4T and into reception.
					2016 Target Funding to be applied for from DfE for widening of doors and path onto field.
To communicate to parents and pupils in a variety of appropriate media.	Collect information from new entrants into school, including using translators where appropriate.	Headteacher	Summer Term 2012 Ongoing	The school will be able to communicate information to all parents using a variety of appropriate media.	Equality Leader/Equality Governor
To continue to monitor pupil progress and attainment by groups of pupils and take appropriate action to tackle underachievement.	Detailed tracking of pupil progress and attainment by gender, fsm, vulnerable, g and t, eal, s.e.n.d., cla.	All staff	Spring Term 2012 Ongoing	The school will have a clear record of progress and attainment for all groups of pupils and is putting in place appropriate strategies to address underachievement.	SMT, Governors, Board of Trustees
To ensure that no pupil is excluded from any activity because of inability to pay.	To support financially disadvantaged families to participate in all aspects of school life.	Classteachers/Bursar	Spring Term 2012 Ongoing	All children are able to take part in any activity.	Equality Leader, School Business Manager
To ensure the school website clearly states our commitment to equality and equal opportunity.	Policies to be included on the school website where appropriate.	Mrs Szpytma, Techspeed	Ongoing – policies will be added once they have been reviewed on a rolling programme.	The school website shows our commitment to equality and equal opportunity.	Equality Leader, LGB
To be committed to releasing funds to support the accessibility plan.	Funds regularly monitored at termly Finance Governors meetings.	Finance Governors	Ongoing	When available, funds will be released to support accessibility plan.	Headteacher – with the Governors at the termly Finance meetings.

