



Equality at St Ebbe's C.E. Aided Primary School is about providing equality and excellence for all to secure the highest possible standards of attainment. Equality applies to all members of the school community; pupils, parents, community, staff and governors.

Equality is one of our core values and integral to our school's aims and vision statement.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Pupils or staff who are pregnant or have just given birth
- Pupils or staff undergoing gender reassignment

The school analyses pupil achievement three times annually and six times annually for children from vulnerable groups to track their progress to ensure that support is available when required. Relevant characteristics of our school are;

- Rising number of children eligible for PPI (18%)
- Rising number of children with EAL (31%)
- 10% SEND
- 3% EHCP (higher than national)



St Ebbe's

C of E (Aided) Primary School

School's Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.



The school has identified the following issues that may be barriers to effective learning and successful working at the school:

ISSUE	ACTION
○ Low income leading to difficulty in participating in some aspects of school life and no adequate home study space	Targeted use of PPI to raise vulnerable children's cultural capital Homework club by invitation to targeted children
○ Low self-esteem, low expectations and peer group pressure	Q1T promotes high expectations for all Positive discrimination used to allocate additional responsibilities e.g. playground helper responsibility (equity over equal opportunity)
○ Experience of bullying, harassment or social exclusion	Student council developing children's anti-bullying plan
○ Low parental support or different parental expectations	Adult mentors meeting weekly with targeted children Use of HSLW to build positive relationships and improve communication with hard to reach families
○ Frequent moves and lack of stability in life leading to time out of school or low attendance	Parental contracts agreed between HSLW and families with attendance of less than 85%
○ Lack of help with emotional, mental & physical well-being and poor behaviour including exclusions	Targeted use of Play therapist
○ Language difficulties	Q1T includes high visual level and practical activity Development of SPIRALs programme in EYFS
○ Special Educational Needs	SIP priority 2017-2018
○ Ethnic minority groups under represented on teacher team	Employ high quality Teaching Assistants from EMGs with a view to putting forward for SCITT training