

Friars Primary Foundation School Equality Statement and Objectives 2017 - 2019

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Friars Primary Foundation School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Leadership Team and Governors at Friars Primary Foundation School regularly review the progress we are making to meet our equality objectives with regard to the protected groups (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation) under the Equality Act (2010).

Characteristics of the school

- Friars is a one form entry foundation school in the Borough and Bankside ward of the London borough of Southwark with a nursery.
- Many families are on low income and live in trust, local authority or housing association housing. Our deprivation factor is much higher than the national average.
- We enjoy highly positive and trusted relationships between children, staff and families
- Attainment on entry is below the expected level at the age of 3. Almost all new Nursery children are assessed as being below the 30-50 stage of "developmental matters" in all 7 areas on entry. However the very large majority of children leave the school in Y6 at and above expected age levels.
- The school has a breakfast and after school club that the governing body has overall responsibility for.
- We consider our safeguarding procedures to be highly effective.
- We have many established partnerships with cultural, business and academic institutions that serve the purpose of enhancing the curriculum, developing pupils' interests and enabling pupils to practice basic skills
- We are above the national average with regards to numbers for FSM, Minority ethnic groups and EAL children
- The proportion of pupils supported by school action plus or with a statement is slightly below average. Those needs relate largely to behaviour, emotional and social difficulties and speech, language and communication.
- Fixed term exclusions are very rare
- Attendance is around the national average

Achievement

Achievement at Friars for all pupils is securely good. See standards section of website for details of achievement in the last three years.

Historically disadvantaged children at the end of KS1 and KS2 do just as well as other children and in many areas do better. This indicates that we are successful in closing gaps between disadvantaged and better off pupils. In 2016 there was a gap which we are currently working hard to close. Our analysis indicates there are no trends in underperforming groups of pupils overall. However we have identified

pockets of underachievement that are addressed through close analysis of needs on an individual level, personalised and differentiated planning and specific intervention groups that are regularly reviewed and evaluated.

Specific objectives

We have an overarching set of equality objectives that are expanded upon either explicitly or implicitly throughout other policies, action plans procedures and systems that the school currently holds.

1. Eliminate unlawful discrimination, harassment and victimisation (*Behaviour policy, anti-bullying policy*)
2. Advance Equality of Opportunity Between People (*accessibility plan, home school agreement, school improvement plan*)
3. Foster Good Relations Between People (*code of conduct, competency framework, behaviour policy*)
4. Promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community. (*school improvement plan*)
5. Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, especially students with special educational needs.
6. Close gaps in attainment and achievement between pupils and all groups of pupils; particularly those with protected characteristics (*school improvement plan, action plans for Literacy and Numeracy*)
7. Further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas. (*accessibility plan*)
8. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community. (*recruitment procedures*)
9. Eradicate any incidence of the use of homophobic, sexist and racist language by pupils staff or parents in the school. (*Behaviour policy, anti-bullying policy, home school agreement*)