

Clee Hill Community Academy Equality Statement

Author	Ceri Little
Review cycle	Annually
Date approved	February 2022
Approved by	Local Governing Board
Next review date	February 2023

This statement should be read alongside the Shropshire Gateway Educational Trust Equality and Diversity Policy and Equality Statement found on the Trust website <http://www.sget.org.uk/policies>

Roles and responsibilities

Our named governor, Carla Overall, takes the lead governor role for Equality although all governors as a whole are responsible. Mrs Ceri Little, Headteacher, is responsible for the implementation of the equality statements and policies across the school.

The school context

- The school is mainly white British (Over 90%) as opposed to around 30% minority ethnic groups in other primary schools nationally.
- Very few pupil's first language (less than 5%) is not English as opposed to around 18% nationally
- Children's contact with other ethnicity/culture/religion/belief/language is very limited due to location
- The majority of parents are Christian (55%) or of no religion (43%)
- The school endeavors to meet the needs of a proportion of our pupils who are affected by rural deprivation

Equality Plan

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. Our equality plan shows how we aim to do this and the impact.

What do we do?	What does this look like in our school?	Impact
Use contextual data to improve the ways in which we provide support to individuals and groups of pupils	Pupil progress meetings include analysis of all vulnerable groups. Pupil Premium passports	The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be
Monitor achievement data by ethnicity, gender and disability and action any gaps	Staff to have high expectations for all pupils. Daily reading for PPG	

Take account of the achievement of all pupils when planning for future learning and setting challenging targets;		addressed through targeted curriculum planning, teaching and support.
Ensure equality of access for all pupils and prepare them for life in a diverse society	To promote gender equality in relation to stereotypes e.g. career choice, roles for men and women, sport etc. Activities include: challenging stereotypes in assemblies and as part of the curriculum; books and images that present gender equality; subject leaders aware of diversity opportunities; PSHE activities.	All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.
Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;		
Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;	Additional transition arrangements for SEN (Reception and Y6); promoting peer involvement for those with specific learning needs (especially interaction and play on the playground e.g. football); assembly themes links to core values; PSHE activities; items in school news, curriculum opportunities (ie WW2) Link visits - Singers Hill Synagogue, Muslim experience, Shri Venkateswara Mandir, St Peter's Church	Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.
Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;	Liaising/supporting with elderly and disabled in community; open the book, visiting and having visits/contact with other cultures/religions etc.	
Seek to involve all parents in supporting their child's education;	Liaison with parents; regular parent workshops; follow up meetings by the headteacher; involvement in school life. Family learning Workshops & training opportunities	

Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;	School culture of high expectations for all. Pupil premium readers heard to read daily - links to performance management targets & key workers	Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
To promote equality of access to opportunities, facilities and resources in our rural location	Supporting transportation costs, liaison with cluster for provision e.g. sports, music etc; access to computers/internet/library; keeping range of extended school opportunities rich and varied. Subsidised wrap around care for enrichment activities.	All pupils to have the opportunities for a creative curriculum and access to enrichment activities.

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, our Accessibility Plan is available on the School website and reviewed annually.