



Equality Scheme

2021-2024

Date: September 2021

Reviewed: September 2023

Review date: September 2024

Mission Statement

At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils' life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community.

At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!

1. Policy Statement

Masefield Primary School is committed to creating an environment which will promote equality of opportunity for all members of its community including students, staff, parent/carers and others working in partnership with it.

This policy will set out how the Trust will meet and respond to its responsibilities under the Equality Act 2010 as set out in the Public Sector Equality Duty, April 2011.

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish our Single Equality Scheme on the school website
- Raise awareness of the SES through the school/academy newsletters, assemblies, staff meeting and other communications
- Ensure sure hard copies are available and in an appropriate format for visually impaired or EAL users where applicable
- Our equality information will be updated on an annual basis
- Progress against our current equality objectives will be reviewed on a regular basis and new equality objectives will be published in 2024

2. Links to other Policies

This policy should be read in conjunction with the following:

- Anti-Bullying Policy
- Behaviour Management Policy
- Health & Safety Policy
- Safer Recruitment and Selection guidelines (within the Safeguarding Policy)
- SEND policy
- PSHCE and Sex and Relationship Education Policy
- Whistleblowing Policy

3. Statutory Requirements: The Public Sector Equality Duty

The Public Sector Equality Duty came into force on the 6 April 2011 and replaced the separate duties relating to race, disability and gender equality. In order to comply with the Public Sector Equality duty, set out in section 149 of the Equality Act 2010, and in line with its ethos of excellence and opportunity for all its students and staff, the school will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Equality Act 2010 states that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

4. Protected Characteristics

The Public Sector Equality duty covers the following eight protected characteristics:

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

The school will ensure that in all its policy, practice and development these are considered in terms of the impact of these policies, practice and development, to ensure that discrimination against them is eliminated and good relations and equality of opportunity between people of these protected characteristics and no characteristic is fostered and developed.

5. Statutory Requirements: The Specific Duties

As a public body, the school will fulfil its duty to:

- Publish information to demonstrate compliance with the Equality Duty, at least annually
- Set and publish equality objectives, at least every 4 years

- Publish information in a way which makes it easy for all stakeholders to access and understand including making reasonable adjustments to meet the needs of stakeholders within a protected characteristic

6. Publishing Information

The school will meet the requirement as a public body to publish information to show that we have consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published will include:

- Information relating to employees who share protected characteristics (for public bodies with 150 or more employees)
- Information relating to people who are affected by the school's policies and practices who share protected characteristics
- The school will not publish specific information on staff or students in protected characteristics where the numbers sharing that characteristic may enable identification of specific individuals as this would be in contravention of the Data Protection Act 1998.

7. Setting Equality Objectives

The school will take into account evidence of equality issues across all its functions when setting, monitoring and reviewing its Equality Objectives. The school will consider issues affecting people sharing each of the protected characteristics.

The school will give regard to each of the three aims of the Equality Duty. 8.4 Equality objectives will be specific and set out how progress will be measured. Equality objectives and progress against them will be published on the school website and available in alternative formats where reasonable adjustment is needed to allow access to them by a stakeholder.

8. Responsibilities

The BASE Academy Trust Board are responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above.

The Executive Head/CEO is responsible for:

- Providing accurate and appropriate information to the Board of Directors to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Providing regular information to Trustees about progress against stated equality objectives
- Taking appropriate action in cases of discrimination, harassment and victimisation

The Head of School is responsible for:

- Ensuring that steps are taken to address the stated equality objectives
- Ensuring that equality and access plans are readily available and that the local governors, staff, students, parents and carers know about them
- Providing regular information for staff and local governors about progress against stated equality objectives
- Ensuring that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out

- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the Act
- Advancing equality of opportunity between those who share a protected characteristic and those who do not share it
- Fostering good relations across all characteristics – between those who share a protected characteristic and those who do not share it

Visitors and contactors are responsible for following this and other relevant policies.

Equality Objectives 2021-2024

Objectives
1. To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention.
2. To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points
3. Ensure that emotional and mental wellbeing of our children and staff is an intrinsic part of the education offered at Masefield, ensuring all achieve across the curriculum.
4. Continue to monitor incidents of racist/homophobic language and all forms of bullying

Objective 1	
To ensure that pupils from disadvantaged backgrounds have an equal chance of making good or better progress from starting points by focused quality first teaching and targeted intervention.	
Outcomes	Measured by
<ul style="list-style-type: none"> Pupils make good progress from starting points and make progress in line with national expectations Lesson observations show pupil premium pupils are catered for in lessons through teacher focus and targeted lesson intervention Intervention evaluations demonstrate that pupils are making at least good progress. 	<ul style="list-style-type: none"> Pupil progress evidence Data pack/ ASP evidence Lesson observations/ learning walks Pupil interviews Pupil progress data Intervention evaluations
Activity	Progress Milestones
<ul style="list-style-type: none"> Identify the barriers to learning for all disadvantaged pupils. Share disadvantaged pupil data with all staff that work with individuals. Ensure appropriate provision is in place to address barriers to learning for every identified pupil. Effective work with external agencies including health to ensure that provision is centred around the child and families effectively to meet their needs. Ensure pupil premium funding is deployed effectively to raise pupil's outcomes 	<ul style="list-style-type: none"> Data to show that disadvantaged pupils are making good or better progress from starting points and that they are making progress in line with national expectations. Termly SLT meetings to share pupil data, highlight specific pupils, and discuss appropriate intervention. Class action plans are fluid and change to meet the needs of pupils. Updated termly and evaluated. Provision adapted based on the advice of other professionals and the needs of the children. Pupil Premium Action Plan targets reviewed termly to ensure that milestones are being met

Evaluation July 2022
<ul style="list-style-type: none"> In 2022 attainment for GLD in EYFS was 0% for disadvantaged pupils (3). Progress was expected was all pupils. In Y1 phonics disadvantaged pupils outperformed Bolton and National pupils with 88% compared to 68% in Bolton and 63% nationally In Y2 phonics disadvantaged pupils outperformed Bolton and National pupils with 100% compared to 82% in Bolton and 85% nationally At the end of KS1 disadvantaged pupils outperformed Bolton and National pupils with 75% compared to 41% in Bolton and 58% nationally At the end of KS1 disadvantaged pupils outperformed Bolton and national at the expected level in reading with 88% compared to 56% in Bolton and 52% nationally

- At the end of KS1 disadvantaged pupils pupils outperformed Bolton and national at the expected level in writing with 75% compared to 46% in Bolton and 41% nationally
- At the end of KS1 disadvantaged pupils pupils outperformed Bolton and national at the expected level in maths with 88% compared to 58% in Bolton and 52% nationally
- At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at both expected level and greater depth in RWM combined.
 - expected – M (77%) Bolton (50%) National (51%)
 - greater depth – M (15%) Bolton (4%) National (5%)
- At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at both expected level and greater depth in reading.
 - Reading expected – M (100%) Bolton (66%) National (62%)
 - Reading greater depth – M (54%) Bolton (21%) National (17%)
- At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at both expected level and greater depth in writing.
 - writing expected – M (77%) Bolton (62%) National (68%)
 - writing greater depth – M (23%) Bolton (10%) National (not yet available)
- At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at both expected level and greater depth in maths.
 - maths expected – M (92%) Bolton (64%) National (67%)
 - maths greater depth – M (23%) Bolton (15%) National (31%)

Evaluation July 2023

- 24% of pupils are disadvantaged
- In 2023 attainment for GLD in EYFS increased to 67% from 0% the previous year. This is higher than Bolton (48%) and national (52%).
- In Y1 phonics disadvantaged pupil results outperformed Bolton and National pupils with 75% compared to 70% in Bolton and 67% nationally.
- In Y2 phonics disadvantaged pupil results outperformed Bolton and National pupils with 100% compared to 84% in Bolton and 81% nationally
- At the end of KS1 disadvantaged pupils outperformed Bolton and national at the expected level in RWM combined with 63% compared to 45% in Bolton and 40% nationally
- At the end of KS1 disadvantaged pupils outperformed Bolton and national at the expected level in reading with 75% compared to 54% nationally and 69% in Bolton.
- At the end of KS1 disadvantaged pupils performed above Bolton and national at the expected level in writing with 63% vs 50% in Bolton and 45% national
- At the end of KS1 disadvantaged pupils outperformed Bolton and national at the expected level in reading with 75% compared to 56% nationally and 61% in Bolton.
- At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at expected level in RWM combined.
 - expected – M (73%) Bolton (53%) National (44%)
 - greater depth – M (0%) Bolton (5%) National (3%)
- At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at both expected level and greater depth in reading.
 - Reading expected – M (100%) Bolton (67%) National (60%)
 - Reading greater depth – M (55%) Bolton (19%) National (17%)
 - Progress is 6.9
- At the end of KS2 disadvantaged pupils outperformed with those in Bolton and those nationally at the expected level in writing.
 - writing expected – M (82%) Bolton (65%) National (58%)
 - writing greater depth – M (9%) Bolton (10%) National (7%)
 - Progress is 3.6
- At the end of KS2 disadvantaged pupils outperformed those in Bolton and nationally at the expected level in maths.
 - maths expected – M (91%) Bolton (67%) National (59%)
 - maths greater depth – M (0%) Bolton (15%) National (13%)

- Progress is 3.1

Evaluation July 2024

Objective 2

To ensure that all pupils identified as having special educational needs and disabilities (SEND) make good progress from their starting points.

Outcomes	Measured by
<ul style="list-style-type: none"> • Pupils with SEND make good or better progress from their starting points. • Pupils with SEND are effectively catered for in lessons through differentiation and individual focused targets. • High levels of participation in extra curricular activity 	<ul style="list-style-type: none"> • Pupil progress evidence • Data pack/ ASP evidence • Lesson observations/ learning walks • Pupil interviews • Club attendance records
Activity	Progress Milestones
<ul style="list-style-type: none"> • Identify the barriers to learning for SEND pupils. • Ensure appropriate provision is in place for all pupils with SEND- EHCP/ learning plans • Effective work with external agencies including health to ensure that provision is centred around the child and families effectively to meet their needs. 	<ul style="list-style-type: none"> • Data to show that SEND pupils are making good or better progress from starting points and that they are making progress in line with national expectations. • Inclusion meetings to share pupil data, highlight specific pupils, and discuss appropriate intervention. • Provision adapted based on the advice of other professionals and the needs of the children. Links with external agencies are strong and additional support is in place where needed. • SEND funding is used to support pupils identified as having SEND and pupils' needs are met

Evaluation July 2022

In house data demonstrates that pupils with SEN make good in year progress.
At the end of KS2, progress is considerable higher in Reading and Maths compared to national (0):
Reading progress score: 5.2
Writing progress score: -0.7
Maths progress score: 7.9
Writing is less than national however the revised writing procedures are showing improved progress for SEN pupils moving forward.

Evaluation July 2023

- In Y1 phonics 89% of SEN pupils passed the screen. This is above Bolton (41%) and national (42%)
- In Y2 phonics 100% of SEN pupils passed the screen. This is above Bolton (59%) and national (59%)
- At the end of KS1 in RWM combined, SEND pupils:

- Expected level - M (33%) Bolton (17%) National (16%)
- GDS - M (33%) Bolton (2%) National (9%)
- At the end of KS1 in reading, SEND pupils:
 - Expected level - M (50%) Bolton (27%) National (28%)
 - GDS - M (33%) Bolton (4%) National (4%)
- At the end of KS1 in writing, SEND pupils:
 - Expected level - M (33%) Bolton (19%) National (19%)
 - GDS - M (33%) Bolton (2%) National (1%)
- At the end of KS1 in maths, SEND pupils:
 - Expected level - M (50%) Bolton (29%) National (32%)
 - GDS - M (33%) Bolton (5%) National (5%)
- At the end of KS2 in RWM combined, SEND pupils:
 - Expected level - M (40%) Bolton (18%) National (20%)
 - GDS - M (0%) Bolton (2%) National (1%)
- At the end of KS2 in reading, SEND pupils:
 - Expected level - M (80%) Bolton (39%) National (39%)
 - GDS - M (40%) Bolton (9%) National (10%)
 - Progress 6.8 (Bolton -0.6)
- At the end of KS2 in writing, SEND pupils:
 - Expected level - M (40%) Bolton (26%) National (29%)
 - GDS - M (0%) Bolton (3%) National (3%)
 - Progress 1.4 (Bolton -1.5)
- At the end of KS2 in maths, SEND pupils:
 - Expected level - M (80%) Bolton (38%) National (36%)
 - GDS - M (0%) Bolton (7%) National (7%)
 - Progress 4.0 (Bolton -0.2)

Evaluation July 2024

Objective 3

Ensure that emotional and mental wellbeing of our children and staff is an intrinsic part of the education offered at Masfield, ensuring all achieve across the curriculum.

Outcomes	Measured by
<ul style="list-style-type: none"> ● Pupils with social and emotional difficulties make progress in line with national levels and gap between them and their peers is reduced. ● Thrive is effectively embedded and the numbers of pupils needing 1:1 intervention decreases over time. 	<ul style="list-style-type: none"> ● Pupil progress data shows pupils are making good or better progress from starting points ● Thrive data ● Lesson observations ● Reduced behaviour incidents recorded on CPOMS ● Lesson observations

<ul style="list-style-type: none"> • Pupils with social and emotional difficulties are effectively catered for and reasonable adjustments made in all lessons and at different parts of the day. • Children are able to access all aspects of their learning due to a healthier social and emotional mind set. • Staff feel supported with their own wellbeing and are confident to raise any difficulties they may be having. 	<ul style="list-style-type: none"> • Pupil voice • Thrive data • Class action plans/ learning plans • Lesson observations • Pupil voice • Thrive data • Staff voice • Staff absence records
Activity	Progress Milestones
<ul style="list-style-type: none"> • Appropriate provision is in place to address children's emotional well-being. • Identify children and follow the inclusion referral pathway to ensure barriers are quickly addressed to avoid any further difficulties. • Range of barriers are identified and dealt with: <ul style="list-style-type: none"> ○ Loss and bereavement ○ Self-esteem ○ Social skills ○ Emotions ○ Friendship issues ○ Relationships ○ Anger Management ○ Behaviour ○ Anxiety ○ Bullying • Termly Thrive assessment • Fortnightly inclusion meetings to discuss pupil need 	<ul style="list-style-type: none"> • Barriers to learning are reduced and children report that they are happy children in school and at home. • Staff and parents have a good understanding of the referral route. • Monitoring and pupil surveys identify barriers to learning and gaps in provision. These are shared with staff and relevant training in place. • Data shows identified pupils are making at least expected progress and are in line with their peers

Evaluation July 2022
<p>Pupils are well supported in lessons. Thrive data indicates the positive impact of interventions as do case studies such as more pupils accessing lunchtime independently.</p>
Evaluation July 2023
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Evaluation July 2024

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Objective 4	
Continue to monitor incidents of racist/homophobic language and all forms of bullying.	
Outcomes	Measured by
<ul style="list-style-type: none">• Reduction in incidents of inappropriate language against pupils with protected characteristics.• Pupils report they feel safe in school• Pupils talk positively about diversity	<ul style="list-style-type: none">• CPOM records• Pupil and parent surveys

Activity	Progress Milestones
<ul style="list-style-type: none"> • Curriculum is tailored to raise positive awareness of individuals with protected characteristics • National and International dates celebrated to learn about diversity through assembly as well as curriculum • Closely monitor any incidents to ensure all incidents of bullying are recorded, including use of homophobic or racist language and bullying targeted at individuals with protected characteristics 	<ul style="list-style-type: none"> • Pupils are able to articulate diversity with a positive frame. They can give examples of significant individuals across the curriculum. • Analysis of CPOMS shows minimal incidents. Any that do occur are dealt with seriously and actions and follow up are clear.

Evaluation July 2022

Pupil and parent questionnaires demonstrate that pupils feel safe and happy in school. Incidents are rare and swiftly dealt with. Investigation shows that some incidents are from ignorance rather than malicious and so this has formed increase coverage in PSHCE.

Evaluation July 2023

Pupil and parent questionnaires demonstrate that pupils feel safe and happy in school. Incidents are rare and swiftly dealt with. The revised personal and social curriculum has enhanced opportunity to raise positive awareness of community. Assemblies also address Equality through Picture News.

Evaluation July 2024