



ROSEMELLIN SCHOOL

SINGLE EQUALITY PLAN 2020 - 24

Rosemellin School is pleased to publish its annual single equality plan. In developing this plan we have been able to identify and record the progress we have made towards achieving equality and tackling discrimination in order to come to a better understanding of the challenges still to be addressed. We will ensure that this single equality plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the equality duty. Promoting the priorities identified within our single equity plan will be a continuous process.

It will be taken in partnership with the Crofty community.

The three aims of the general equality duty are as follows:

1. To eliminate unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.
 2. To advance equality of opportunity between people who share a protected characteristic and those who do not by:
 - Removing or minimising disadvantage suffered by people due to their protected characteristic.
 - Take steps to meet the needs of people with certain protected characteristics where these are different to the needs of other people, including taking steps to take account of disabled people's disabilities.
 - Encourage people with certain protected characteristics to participate in public life or in other activities where their proportion is disproportionately low.
 3. Foster good relationships between people who share a protected characteristic and those who do not.
- Compliance with the general equality duty may involve treating some people more favourably than others.

The 9 protected characteristics are as follows: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Governors and Staff of Rosemellin School understand that compliance with the general equality duty is a legal obligation that will better inform decision making and policy development. They further recognise that achieving the three aims stated will ensure the school is able to successfully meet the needs of our diverse population of students, draw on the talents of a diverse local community to ensure our staff and governors better represent the wider community that we serve.

Rosemellin School has considered how well we currently achieve the aims of this duty with regard to the protected equality groups. Using information that we have gathered we have decided upon our equality objectives. Our plans to meet these objectives will be monitored annually.

In compiling equality information we have:

- Reviewed the Academy's equality data, policies and practice and identified any gaps.
- Examined how our Academy engages with the protected groups, identifying where practice can be improved.

The outcomes are published within our Single Equality Plan, which has been agreed by our Governing Body. In line with legislative requirements we will review progress against our plan annually and review the entire plan and accompanying action plan on a four year cycle. The roles and responsibilities related to the plan are outlined below:

Governors

- A named Governor will take the lead.
- The Governors as a whole are responsible for:
 - Making sure the school complies with the relevant equality legislation.
 - Monitoring progress towards the equality objectives and reporting annually.

The Principal will:

- Implement the Academy's stated equality objectives and ensure that access plans are written, and that they are readily available to governors, staff, pupils and parents.
- Ensure all staff know their responsibilities and receive training and support in carrying these out.
- Take appropriate action in cases of harassment and discrimination, including prejudice related incidents.
- Enable reasonable adjustments to be made in relation to disability in regard to students, staff, parents/carers and visitors to the academy.

All staff within the Academy will:

- Advance equality in their work.
- Foster good relationships between groups and tackle any prejudice related incidents.
- Be able to recognise and tackle bias and stereotyping.
- Take up training and learning opportunities

All Students in the Academy will:

- Follow the relevant policies and procedures.
- Engage with the PHSE curriculum in relation to improving equality.
- Report any incidents of bullying, harassment or prejudice related incidents (visitors and contractors are also responsible for following relevant Academy policies).
- Students are consulted via the Student Council on equality/accessibility issues.

Protected Characteristic	Aim	Target groups	Action	Progress Including impact assessment
Sex	Reduce the variation between boys and girls in Reading and Writing as girls generally outperform boys.	Boys/Girls	Develop the teaching strategies for reading and writing across the school: embed Literacy Tree to ensure interesting and engaging hooks for writing; sequenced teaching programme, based on small steps; implement reading fluency project in Year 3 and review home reading strategy throughout the school. Pupil progress meetings to include a focus on gender gaps in progress and attainment.	2019 Y6 RESULTS READING 71% EXS 91% GIRLS 52% BOYS WRITING 73% EXS 96% GIRLS 52% Boys MATHS 71% EXS 91% GIRLS 52% BOYS 2021 Y6 INTERNAL DATA READING 77% EXS 77% GIRLS 77% BOYS WRITING 66% EXS 68% GIRLS 64% Boys MATHS 71% EXS 68% GIRLS 73% BOYS
Disability	Increase the outcomes of children, who are SEND or have medical needs/disabilities in Reading, Writing and Maths.	SEND children	Sustain focus on quality first teaching, including developing leadership of core subjects and CPPD coaching. Pupil progress, attainment and attendance is tracked. Barriers to learning	2021 Y6 SEND DATA (7 pupils) Reading 17% EXS Writing 0% Maths 0%

			are identified and addressed. Impact is measured.	
Disability	To ensure the attendance of pupils with special needs and those with medical conditions and disabilities will improve year on year to meet a target of at least 96% by the end of 2024	Children on the SEND register	Continue to develop the attendance team, prioritizing follow up actions delegated to pastoral and SEND teams. Liaison with professionals to support those with medical conditions. All staff to be trained in new Crofty attendance policy.	20-21 Whole school attendance for statutory school age children-96.3% Attendance rates for those on SEND register was: 94.91% (representing a difference of 1.39%) 21-22 Whole school attendance for statutory school age children-92.07% Attendance rates for those on SEND register was: 91.02% (representing a difference of 1.05%)