



- Mark Rowland – Rosendale Research School
- Dr Kate Chhatwal – Chief Executive, Challenge Partners
- Professor Diane Reay, Cambridge University
- Southwark Teaching School’s Alliance ‘Closing the Gap’ Conference

The Equality Act

What is it?
When did it come into effect?
What are the protected characteristics?

9 protected characteristics



What is the point of the Equality Act?

- Came into law in 2010. Covers everyone in Britain but particularly those who display one of the protected characteristics.
- Protected from discrimination, harassment and victimisation
- Workplace, public services, business, transport, clubs, public bodies

4 main types of discrimination

- Direct discrimination
- Indirect discrimination (policies, actions, if you are associated with somebody)
- Harassment
- Victimisation

Public Sector Equality Duty

- The Equality Act also requires public bodies to consider how their decisions and policies affect people with different protected characteristics.
- The public body should have evidence to show how this is done.

Which ones are the most important for us at Rye Oak?

Is there anything missing from the Protected Characteristics?



What do we think of when we hear 'pupil premium'?

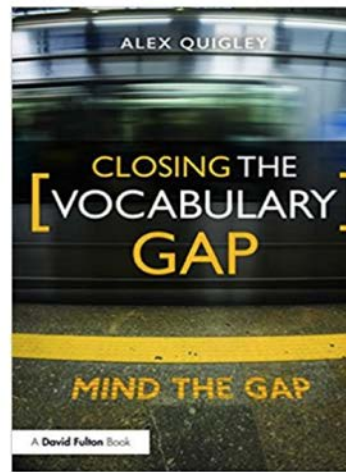
- <https://www.mentimeter.com/s/e67fa6333138361ae89afb9986993295/8e6768ad068a/edit>?
- Go to www.menti.com
- Use the code: 87 55 59

- Disadvantaged pupils are more than **8 months behind** their peers in reading, writing, and maths by **age 11**
- Disadvantaged children are **less than half as likely** to achieve **GCSE passes** in English and maths
- Children from low-income families are **four times as likely** to be **permanently excluded** from school
- Disadvantaged children are **six times more likely** to be recorded as not in education, employment or training (**NEET**)
- Young people from disadvantaged backgrounds are nearly **ten times less likely** to go to a **top university**

What is the most significant barrier to attainment
for working class pupils?

Vocabulary at aged five:

- There is a 27% gap between the lowest income quintile and the highest.
- The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile.
- The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile



Waldfoegel and Washbrook, 2010

If we take this to be true, what does that suggest for our PPG pupils? Is it true of all of our PPG pupils? Are some of the barriers SEN or barriers to academic language?



Accountability: Be Wary!

PUPIL PREMIUM STRATEGY & ACTION PLAN XXXX-XX
XXXXXXXXXX SCHOOL

Head teacher name: XXXXXX Pupil Premium Lead: XXXXXX

Chair of governors name: XXXXXX

Number of eligible pupils: XXX Grant Received: XXXXXXXX

Main Barriers to Attainment: 1. Involvement of Social Care due to: • Drug and alcohol abuse in the family • Mental health issues in the family including the pupils • Domestic Violence 2. Low rates of attendance and high rates of persistent absenteeism 3. A range of health and special educational needs linked to health 4. Need to make accelerated progress due to current low attainment levels including on admission 5. Other individual needs including close family bereavement and behaviour.

What's the problem here?

Students More Likely to Succeed If Teachers Have Positive Perceptions of Parents

Published: February 21, 2017.
Released by University of Missouri-Columbia

"It's clear from years of research that teacher perceptions, even perceptions of which they are not aware, can greatly impact student success," Herman said. "If a teacher has a good relationship with a student's parents or perceives that those parents are positively engaged in their child's education, that teacher may be more likely to give extra attention or go the extra mile for that student. If the same teacher perceives another child's parents to be uninvolved or to have a negative influence on the child's education, it likely will affect how the teacher interacts with both the child and the parent."

 researchschool.org.uk

 Education
Endowment
Foundation

 Institute for
Effective Education

How do we talk about our parent community? What relationships do we have with them? How might our unconscious bias be contributing to attainment?



- Four-fifths of children from working class minority ethnic families are taught in schools with high concentrations of other immigrant or disadvantaged students – the highest proportion in the developed world, according to the OECD. Half of all free-school meal children are educated in just a fifth of all schools.
- (Organisation for Economic Co-ordination and Development – 36 members globally)

x lessons

Start with why – the power of moral purpose

Know your pupils (and share what you know) – there is no one-size-fits-all approach

Make it whole school – start small, scale fast and build capacity at every level to embed a focus on disadvantage in all you do

Learn from and with others – don't reinvent wheels; do co-create new ones

Use evidence intelligently – treat it as a guidebook, not a bus tour

Stay restless – keep adapting and improving

Language Matters

- Language used by the children
- Language used to describe the children (high aspiration, disadvantaged, SEN)
- Language used to describe the school, the community and the parents
- Language used to describe what we do

Websites and courses

- Equality and Diversity Course (NVQ2)
Free - Distance Learning at Bradford College
Distancelearning@bradfordcollege.ac.uk

Education Endowment Foundation - Sutton Trust - Toolkit

<https://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/>