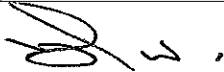


## Single Equalities Policy

*(Incorporating Equalities Information Appendix A\*, Equality Objectives Appendix B\* and Accessibility Plan Appendix C)*

**(STATUTORY)**

<b>Date of Policy Issue/Review</b>	Reviewed 4 <sup>th</sup> March 2019 by Headteacher
<b>Policy approved/date</b>	By Resources Committee at their meeting on 9 <sup>th</sup> March 2020
<b>Signature of Governing Body</b>	
<b>Next review</b>	Policy - March 2024 Information & Objectives published annually

\* Reviewed and re-published annually

Single Equalities Policy March 2020

## **Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with our

## **Employment Equality Policy.**

### **National and Legal Context**

We recognise that we have duties under the **Equality Act 2010** in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the **Education & Inspections Act 2006** to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the **UN Convention on Rights of the Child**, the UN Convention on the Rights of People with disabilities, and the Human Rights Act 1998.

### **Principles**

To fulfil our legal obligations, we are guided by a number of principles.

#### **1. All pupils, families and staff are of equal value**

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

## **2. We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- **Disability** – We note that reasonable adjustments may need to be made.
- **Gender** (including transgender) – We recognise that girls and boys, men and women have different needs.
- **Religion and belief** – We note that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- **Ethnicity and race** – We note that all have different experiences as a result of our ethnic and racial backgrounds.
- **Age** – we value the diversity in age of staff, parents and carers.
- **Sexual orientation** – We respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- **Marital status** – We recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- **Pregnancy and maternity** – We believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

## **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other.
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics.

## **4. We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

## **5. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

## **6. We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

### **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

### **8. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in **Appendix A** to this policy statement.

### **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

**The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.**

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion.

The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.

All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

## Equalities Information Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- questionnaires and surveys
- involvement of the school council
- Parent working groups and work shops
- contact with parents representing pupils with particular protected characteristics

### Pupil population in 2018/2019

The figures below are for the 2018/2019 academic year, which is the latest year for which performance results have been published. National figures are for state-funded schools only.

	School	England – mainstream primary schools
Total number of pupils on roll (all ages)	195	4727089
Girls on roll	48.2%	49%
Boys on roll	51.8%	51%
Pupils with an SEN Education, Health and Care Plan	2.1%	1.6%
Pupils with SEN Support	8.7%	12.6%
Pupils whose first language is not English	4.6%	21.2%
Pupils eligible for free school meals at any time during the past 6 years	5.1%	23%

## Attainment – Gender

### Reading, writing and maths combined attainment by pupil group ?

This is revised data for 2018/19.

[Filters ?](#)

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Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher ?		Achieving at a higher standard ?	
		School %	National % ?	School %	National % ?
All pupils	26	65	65	15	11
Male ?	15	67	60	20	9
Female ?	11	64	70	9	13
Disadvantaged ?	5	40	71	0	13
Ever 6 FSM ?	4	50	71	0	13
Children looked after ?	0	N/A	65	N/A	11
Other ?	21	71	71	19	13
<b>Switch comparator ?</b>					
SEN EHCP ?	0	N/A	65	N/A	11
SEN support ?	2	0	65	0	11
No SEN ?	24	71	74	17	13
Non-mobile ?	24	67	66	17	11
English first language ?	26	65	65	15	11
English additional language ?	0	N/A	65	N/A	11

### Pupil absence in 2017/2018

Absence data covers pupils aged 5 to 15 on 31 August 2017, and is for the full 2017/2018 academic year including the second half of the summer term. For schools that opened or closed part way through this period, the absence information will be based on a shorter period. See the [absence statistics guide](#) for more information on how we collect and report absence figures.

	School	England state-funded schools
<b>Overall absence</b>		
▼ <a href="#">more info</a>		
Percentage of possible mornings or afternoons recorded as an absence from school for whatever reason, whether authorised or unauthorised, across the full academic year.	3.3%	4.2%
<b>Persistent absence</b>		
▼ <a href="#">more info</a>		
The percentage of pupils missing 10% or more of the mornings or afternoons they could attend, meaning that if a pupil's overall rate of absence is 10% or higher across the full academic year they will be classified as persistently absent.	8.5%	8.7%

### **Staff data**

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

### **Other information**

Governor representation as at March 2020

70% Female, 30% Male

100% White British

### **Qualitative information**

The School publishes the following on our website:

- school policies. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.
- a note about how the school monitors equality issues in everyday school life
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures

The following information is available on request at the school office:

- minutes of governor meetings
- twinning arrangements with schools which enable pupils to meet and exchange experiences with pupils from different backgrounds
- details about assemblies which deal with relevant equality related issues
- views of the pupils and parents

Date of publication of this appendix: **March 2020**

Date for review and re-publication: **March 2021**



## **Equalities Information Appendix B**

### **Equality Objectives Appendix B**

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

**Objective 1:** To improve outcomes for higher achieving pupils so that they reflect appropriate progress from their various starting points. At present, this gap continues to be significant however it continues to be a priority of the school development plan.

**Objective 2:** To ensure that the progress of pupils with SEN is at least in-line with their peers. The way in which the school records children with Special Educational needs has changed significantly resulting in a significant decrease in the children that fall into this category. As a result, the gap between SEN and non-SEN has become more significant. However, we are developing ways to better track the progress of SEN children to demonstrate and celebrate the significant progress they have made

Legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Date of publication: **March 2020**

Date for review and re-publication: **March 2021**

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

### **Equalities Information Appendix C – School Accessibility Plan**

The school is on a single floor with the only room accessible by stairs being the staffroom. The school will make reasonable adjustments as and when a need is identified.