



Equality Policy

(including Equalities Information and Objectives)

Approved 2017
Review Objectives - May 18
Review Policy - May 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 the school's 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.

School Context

Information about the school:

- The school's population is similar in size to the average junior school.
- The number of pupils known to be eligible for free school meals, supported under pupil premium funding is broadly average.
- The proportion of pupils at school action is well above average. For pupils at school action plus and those pupils with a statement of special educational needs, the proportions are broadly average. The main need of these pupils relate to behavioural, emotional and social difficulties.

- Pupils come from a predominantly White British background. The next largest minority ethnic group consists of pupils from an Asian-Indian background.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress, are met and exceeded by the school.

Calmore Junior School Sept 2016

Total Pupils 216

FSM 17%

Ethnicity (other than WBR)11%

SEND 12%

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
- Whatever their age

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 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 with 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).

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

Applications 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 the 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

Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our School Equality policy on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available through the school office

Equalities Information

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)

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

- Input from staff surveys and through staff meetings / INSET;
- Input from parent surveys.
- Feedback from the school council, PSHE lessons, school surveys on children's attitudes.
- Conferencing of vulnerable children and children with identified needs.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

Pupil-related data

Information	Evidence & commentary
Attainment in Reading by gender End of KS2 July 16	Average attainment of girls in reading was 75% ARE Average attainment of boys in reading was 70% ARE Average attainment for boys was above National averages (62%) and girls were also above National averages (70%)
Attainment in writing by gender End of KS2 July 16	Average attainment of girls in writing was 92% ARE Average attainment of boys in writing was 78% ARE Average attainment for boys although behind girls was above National averages (68%) and girls were also above National averages (81%)
Attainment in maths by gender End of KS2 July 16	Average attainment of girls in maths was 75% ARE Average attainment of boys in maths was 78% ARE Average attainment for boys was above National averages (70%) and girls were also above National averages (70%)
Attainment of Pupil Premium in Reading End of KS2 July 16	Average attainment of Pupil Premium in reading was 68% ARE Average Attainment of Pupil Premium in reading was below National Average (71%) but only slightly If you take SEN out of the PP group this year their reading attainment was 77% and Non PP was 76% so a negligible gap
Attainment of Pupil Premium in Writing End of KS2 July 16	Average attainment of Pupil Premium in writing was 74% ARE Average Attainment of Pupil Premium in writing was slightly below National Average (78%) If you take SEN out of the PP group this year their writing attainment was 100% and Non PP was 91% so exceeding their peers
Attainment of Pupil Premium in Maths End of KS2 July 16	Average attainment of Pupil Premium in maths was 68% ARE Average Attainment of Pupil Premium in maths was above National Average (75%) If you take SEN out of the PP group this year their maths attainment was 77% and Non PP was 78% so a negligible gap
Progress in reading by gender End of KS2 July 2016	Girls made 0.44 progress compared to 0 national (+0.44 over national) Boys made 2.03 progress compared to 0 nationally (+2.03)
Progress in writing by gender End of KS2 July 2016	Girls made 5.67 points progress compared to 0 nationally (+5.67) Boys made 3.89 points progress compared to 0 nationally (+3.89)
Progress in maths by gender End of KS2 July 2016	Girls made -1.89 points progress compared to 0 points nationally (-1.89) Boys made 0.57 points progress compared to 0 nationally (+0.57)
Progress of Pupil Premium in reading End of KS2 July 2016	PP made 1.42 points progress in reading compared to 0 nationally
Progress of Pupil Premium in writing End of KS2 July 2016	PP made 4.56 points progress compared to 0 nationally
Progress of Pupil Premium in maths End of KS2 July 2016	PP made 0.07 points progress compared to 0 nationally

Date of publication of this appendix: May 17
Date of review and republication: May 18

Equalities Objectives

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- 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:

- *parent questionnaires*
- *involvement of the school council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

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

Objective 1:

To raise the % of boys who achieve ARE at the end of Key-stage 2 in **reading** so that boys achieve in line with girls and national

Objective 2:

To raise the % of boys achieving ARE in writing & closing the gap further between girls and boys

Objective 3:

To raise the points progress that girls make in maths so that girls achieve in line with boys

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