


Single Equalities Policy

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

(STATUTORY)

Date of Policy Issue/Review	Reviewed 8 th January 2024 by Headteacher
Policy approved/date	By FGB at their meeting on 15 th January 2024
Signature of Governing Body	Signed on behalf of FGB 
Next review	Policy (every 4 years) January 2029 Equalities Information & Objectives (published annually) January 2025

* Reviewed and re-published annually

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

School characteristics

	2021	2022	2023
School number on roll	Below average 178	Below average 174	Below average 167
School % FSM	Well below average 8	Below average 16	Below average 13
School % SEND support	Well below average 6	Well below average 5	Well below average 2
School % EHC plan	Above average 2.8	Above average 2.3	Close to average 2.4
School % EAL	Below average 4	Below average 3	Below average 4
School % stability	Above average 86	Close to average 82	Above average 84
Pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

Attainment

Progress and attainment at key stages 1 and 2

- ↑ School difference from national has improved from comparator year
- ↑ School difference from national has improved slightly from comparator year
- Similar to comparator year or fewer than 11 pupils
- ↓ School difference from national has weakened slightly from comparator year
- ↓ School difference from national has weakened from comparator year

	2023 cohort	Performance in 2023	2023 value	2023 nat value	1 year	4 year
RWM KS2 expected standard %	30	Sig above national and 92nd percentile	80	59	—	↑
Reading KS2 expected standard %	30	Sig above national and 95th percentile	93	73	—	↑
Mathematics KS2 expected standard %	30	Sig above national and 95th percentile	93	73	—	—
EGPS KS2 expected standard %	30	Sig above national and 96th percentile	93	72	—	↑

None of the groups within school are considered statistically significant enough to have data recorded in the 2023 Ofsted Inspection Data Summary Report

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 January 2024

44% Female, 56% 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: **January 2024**

Date for review and re-publication: **January 2025**

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 disadvantaged pupils plus Gypsy, Roma & Traveller pupils so that they reflect appropriate progress from their various starting points.

Objective 2: To ensure that the progress of pupils with SEN is at least in-line with their peers.

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.

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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.