



Curdridge Primary School Equalities Policy

(Including Equalities Information and Objectives)

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 Manual of Personnel Practice (adopted annually by the Governing Body).

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

Curdridge Primary School is placed in the Winchester district of Hampshire County Council.

Winchester district has a large working age population with the majority of the resident population being aged between 30-64. Approximately 92% of the population of the Winchester district is estimated to be of the ethnic group White British.

- The number on roll in January 2017 was 98, with approximately half of these children living in the school's catchment area.
- Data from the School Census in January 2017 showed that of the children aged 5 and over:
 - 76 classified as White British
 - 4 classified as White and Asian
 - 1 classified as White and Black African background
 - 0 classified as White and Black Caribbean

- 1 any other mixed background
- 9 as Gypsy/Roma
- 5 as any other white background
- 1 refused
- 2 Indian
- 3 classified as having English as an Additional Language
- 2 pupils eligible for Free School Meals (FSM)
- 0 service children
- 11 pupils are on the Special Educational Needs register (SEND)

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 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 try to, where possible, 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 lessons and extra curricular activities
- support pupils in their class who have additional needs

PUBLICATION OF EQUALITY INFORMATION



Curdridge Primary School

EQUALITIES INFORMATION (Appendix A)

Date of publication: 31st March 2017

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. 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).

This information should also be read in conjunction with our equality objective(s). In compiling this equality information we have:

- identified evidence of equality we already have within policies and practice and identified gaps.
- examined how we engage with the protected groups, identifying where practice could be improved.

Pupil-related data for Academic year 2016

Information	Evidence and Commentary		
		Boys	Girls
Achieved Expected Standard in English – by gender	Reading	57%	67%
	Writing	86%	89%
	Grammar, spelling and punctuation	86%	89%
Achieved Expected Standard and above in Maths – by gender		Boys	Girls
	Maths	67%	90%
Pupils on register Achieving Expected Standard	English	0%	
	Maths	0%	
Pupil participation in school clubs, during and after school hours	84% of children on SEND register take part in after school sport activities	10% of children on SEND register take part in music tuition (most children too young to participate)	

Other information

Information	Evidence and commentary
Governor representation as at March 2016	62.5% Male, 37.5% Female Information regarding ethnic representation is unavailable
Volunteers as at March 2016	90% Female, 10% Male Information regarding ethnic representation is unavailable

Curdrige Primary School has less than 150 members of staff and therefore staff information is not required

Qualitative information

We publish various policies on the school's website www.curdrigeprimary.co.uk

PUBLICATION OF EQUALITY OBJECTIVES



Curdridge Primary School

EQUALITY OBJECTIVES (Appendix B)

Date of publication: 31st March 2017

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. 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).

The detail of these objectives should also be read in conjunction with the school's current equality information which has informed the development of the objectives.

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Objective 1: Progress and achievement for Vulnerable Groups and SEND

- To ensure that day-to-day teaching and provision for all pupils (including those in receipt of Pupil Premium funding) meets the needs of each learner in order to achieve the highest levels.

Objective 2: Pupil Premium

- To ensure that Pupil Premium funding is allocated to activities that have the most impact on pupil achievement.
- To measure the impact of the use Pupil Premium funding.

Objective 3: The school provides a wide range of extra-curricular activities - available to ALL pupils although some activities and provision is charged to parents. The School and Governing Body will not discriminate due to socio-economic or other reasons.

- To monitor participation of vulnerable groups in our programme of extra-curricular activities to ensure that there is no discrimination due to socio-economics, ethnicity, race, gender, SEND etc.
- To ensure that all children in VGs who wish to take part in after school clubs are able to do so without any discrimination.