

ALDERMASTON CE PRIMARY SCHOOL

POLICY TITLE:	EQUALITY INFORMATION & OBJECTIVES
Date adopted by the governing body:	January 2015
Date for full implementation:	January 2015
Contact person:	Head Teacher & Chair of Governors
Status:	Statutory Document

OUR COMMITMENT TO EQUALITIES AND COMMUNITY COHESION


The Equality Act 2010 requires schools to publish information that demonstrates we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Our school will:

- try to ensure that everyone is treated fairly and respectfully
- want to make sure the environment is a safe and secure place for everyone
- recognise that people have different needs and will endeavour to understand that treating people equally does not always involve treating them the same
- aim to ensure that no-one experiences less favourable treatment or discrimination because of:
 - their age
 - a disability
 - their ethnicity, colour or national origin
 - their gender
 - their gender identity (they have reassigned or plan to reassign their gender)
 - their marital or civil partnership status
 - their being pregnant or having recently had a baby
 - their religion or belief
 - their sexual identity and orientation.
- recognise that some pupils need extra support to help them to achieve and be successful
- try to ensure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)  To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do.

For more information please contact:

Rhodri Bowen (Head Teacher with responsibility for equality issues)

Tel: 0118 971 3362 Email: headteacher@aldermaston.w-berks.sch.uk

Daisy Eddy (Chair of Governors with responsibility for equality issues)

Tel: 0118 971 3362 Email: CoG@aldermaston.w-berks.sch.uk

APPENDICES

The following 6 appendices attached to this document relate to how we are meeting the aims of the 'General Public Sector Equality Duty'.

- Appendix 1: Information about the pupil population
- Appendix 2: Our main equality challenges
- Appendix 3: How we have due regard for equality
- Appendix 4: Who we have consulted and worked with
- Appendix 5: Record of how we have considered equality issues when making decisions
- Appendix 6: Our Equality objectives

APPENDIX 1: INFORMATION ABOUT THE PUPIL POPULATION

Number of pupils on roll at the school: **169 (January 2015)**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: 24 (see definition)

Number of children with Statements of Educational Need/Education Health Plan = 4 In addition the school has identified 20 further children, some of whom have a diagnosis (7) and some without (13) for whom it is recognised that there are medical, physical or mental impairments which may cause them to underachieve.

There are pupils at our school with different types of disabilities and these include both physical and mental impairment.

Ethnicity

Where numbers are small the details are suppressed to avoid the identification of individuals. Representation in our school of categories is represented by the symbol *; totals are given for main categories.

Categories				
Main Categories	Micro Categories	Boys	Girls	TOTAL
White British	English Scottish Welsh Cornish	66	74	140
White Other	Gypsy / Roma Irish Albanian Serbian/Yugoslavian Traveller of Irish heritage White Eastern European White European White Western European Other White	* * * *	* * * *	* * * *
		7	3	10
Turkish	Turkish Turkish Cypriot			
Kurdish	Kurdish			

Bangladeshi	Bangladeshi			
Other Asian & Chinese	African Asian			
	Indian Kashmiri Nepali Pakistani: Mirpuri Pakistani: Other Sri Lankan Sri Lankan Sinhalese Sri Lankan Tamil Chinese Hong Kong Chinese Malaysian Chinese			
Black Caribbean	Black Caribbean			
Somali	Somali			
Other Black African	Ghanaian Nigerian Sierra Leonian Sudanese Other Black African	*	*	*
Black Other	Black European Black North American Black Other			
White & Black Caribbean	White & Black Caribbean	*		*
Mixed Ethnicity	White & Black African White & Asian White & Chinese White & Other Asian & Chinese Asian & Black Asian & Other Black and Chinese Black & Other Chinese & Other	*	*	*

Other	Other Arab Other Egyptian Filipino Iranian Iraqi Japanese Korean Latin/South/Central America Lebanese Malay Morrocan Polynesian Thai Vietnamese Yemini Any Other Ethnic	*	*	*
	Group			
Total		12	7	19
Unknown	Unknown Refused to Say			

Religion and belief

Buddhist		Sikh	
Christian	117	No religion	48
Hindu		Other religion	*
Jewish		Unknown	*
Muslim			

Sensitive information on some pupils with protected characteristics

Some information in relationship to protected characteristics we regard as sensitive. This includes information that could lead to the identification of individuals.

Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low income households

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	8	5	13	7.7%
Number of pupils on roll who have been eligible for free school meals in the last six years (Pupil Premium applies to this group)	10	11	21	12.4%

Pupil with Special Educational Needs (SEN)

	Number of pupils	Percentage (%) of school population
No Special Education Need	149	88.2%
School Action or Early Years Action	-	-
School Action Plus or Early Years Action Plus	-	-
SEN Support	16	9.5%
Statement	4	2.3%

Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	6	4	10	5.92%
Number of pupils who are at an early stage of English language acquisition	0	0	0	0%

Looked after children

Currently none on roll.

Young carers

One child identified by school.

Other vulnerable groups

Independent race equality research suggests that the following groups, represented in our school, are vulnerable to underachievement:

- Mixed white and black Caribbean
- Traveller

APPENDIX 2: OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published **equality objectives**. See Part 6 of this document.

- 🎬 To identify children with a disability and those at risk of having a disability which impacts on their life.
- 🎬 To include in the termly reviews an assessment of the progress of children defined as having a disability and to establish whether the disability is causing the child to underachieve in any way.
To extend the identification of economically disadvantaged children
- 🎬 To ensure that the children identified make progress in line with other children in KS2

APPENDIX 3: HOW WE HAVE DUE REGARD FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:



We support disabled staff and pupils by meeting their individual needs;

- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage;
- A record is kept in minutes and papers of governing body meetings when governors discuss and make decisions on equality issues;
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees;
- We have a school behaviour policy that states that all behaviour that is not conducive to the ethos of the school will be dealt with firmly and with respect;
- Our school aims have compassion and respect for others at their core. We have a Pupil 'Golden Rules' which support children in achieving these aims in the way that they treat others.
- We have a behaviour and anti-bullying policy;
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, or gender;
- We keep a record of all such incidents and notify those affected of what action we have taken;
- We have a special educational needs and disability policy that outlines the provision the school makes for pupils with special educational needs;
- We have an accessibility statement that sets out how we accommodate the needs of disabled persons within the physical limitations of our building:
"Aldermaston CE Primary School is a single storey building with wide doors throughout. Door retainers conforming to health and safety requirements have been fitted on key routes to allow children and adults with mobility impairments to move freely through the school. The car park includes two disabled parking bays which allow step-free access to the building. Teaching staff plan for children's needs to allow those with diagnosed and undiagnosed conditions comprehensive access to the curriculum, including PE and outdoor activities."
- We have admission arrangements that are in line with West Berkshire policy for admitting pupils with Statements;
- Our complaints procedure sets out how we deal with any complaints relating to the school;
- We aim to observe and implement the principles of equal opportunities and nondiscrimination in our employment practices;
- We have procedures for addressing staff discipline, conduct and grievances;

DISABILITY

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- We involve and consult with disabled pupils, their families and disabled staff on changes and improvements we make
- We carry out accessibility planning to accommodate the needs of disabled persons within the physical limitations of our building
- We work closely with the West Berkshire Council SEN team

Foster good relations and community cohesion by:

- We have regular visits from the Community Police team to talk to pupils;
 - We discuss disability issues through the PSHE curriculum.
- Our overarching school aims, informed and encouraged by our programme of assemblies, classroom practice and positive promotion, develops our community's compassionate and respectful approach to all

What has been the impact of our activities? What do we plan to do next?

- We have a strong sense of community in our school;
- We will continue to monitor and adjust activities in the future.

ETHNICITY AND RACE (INCLUDING EAL LEARNERS)

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- We monitor the attainment and progress of all our pupils by ethnicity;
- We set targets to improve the attainment and progress of particular pupils who need additional support;
- We identify and address barriers to participation of particular groups;
- We involve parents, carers and families in interventions to improve the outcomes for particular pupils.

Foster good relations and community cohesion by:

- Developing good and mutually positive relationships with minority groups within our community e.g. traveller community.
- We develop a positive view of contrasting cultures through our curriculum. Our overarching school aims, informed and encouraged by our programme of assemblies, classroom practice and positive promotion, develops our community's compassionate and respectful approach to all

What has been the impact of our activities? What do we plan to do next?

- We have a strong sense of community in our school;
- We will continue to monitor and adjust activities in the future.

GENDER

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- We monitor the attainment and progress of all our pupils by gender
- We set targets to improve the attainment and progress of particular groups of boys and girls who need additional support
- We identify and address barriers to participation of particular groups of boys and girls

- We use the school data to identify groups of students who have particular needs, and address these using various interventions
- We involve parents, carers and families in interventions to improve the outcomes for particular groups of boys and girls.

Foster good relations and community cohesion by:

- Our overarching school aims, informed and encouraged by our programme of assemblies, classroom practice and positive promotion, develops our community's compassionate and respectful approach to issues of gender.

What has been the impact of our activities? What do we plan to do next?

- We have a strong sense of community in our school;
- We will continue to monitor and adjust activities in the future.

RELIGION AND BELIEF

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- We monitor the attainment and progress of all our pupils by religion;
- We set targets to improve the attainment and progress of particular pupils who need additional support;
- We identify and address barriers to participation of particular pupils;
- We involve parents, carers and families in interventions to improve the outcomes for particular pupils;
- We encourage individuals in exploring their own spirituality and/or belief in an inclusive manner through reflection and positive promotion in school and child-led house and class assemblies.

Foster good relations and community cohesion by:

- Our overarching school aims, informed and encouraged by our programme of assemblies, classroom practice and positive promotion, develops our community's compassionate and respectful approach to those with differing beliefs.








What has been the impact of our activities? What do we plan to do next?

- We have a strong sense of community in our school;
- We will continue to monitor and adjust activities in the future.

APPENDIX 4: CONSULTATION AND ENGAGEMENT

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

-  Our weekly school newsletter
-  Our school website
-  Parent surveys
-  Pupil conferencing and questionnaires.
-  School Council
-  Governors' Partnerships Group
-  PTA

APPENDIX 5: RECORD OF HOW WE HAVE CONSIDERED EQUALITY ISSUES WHEN MAKING DECISIONS

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

We will record this in minutes of governing body meetings.

APPENDIX 6: OUR EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

- a) To extend the identification of economically disadvantaged children
- b) To ensure that the children identified make progress in line with other children in KS2

Progress we are making on this objective:

Children are identified as vulnerable to underachievement and provision is made for those who are at risk of underachievement. Plans for these children are updated and provision changed to increase effectiveness following review. The pupil progress meetings at which children are discussed have been increased to half termly from September 2014.

Equality objective 2:

- a) To identify children with a disability and those at risk of having a disability which impacts on their life.
- b) To include in the termly reviews an assessment of the progress of children defined as having a disability and to establish whether the disability is causing the child to underachieve in any way

Progress we are making on this objective:

Children are identified, monitored/tracked and discussed at pupil progress meetings. Plans for these children are updated and provision changed to increase effectiveness. These meetings have been increased to half termly from September 2014.