

Oundle CE Primary School Equality Policy

1. OVERVIEW

1.1 This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

2. The Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender Identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equality Policy summarises the school's approach in ensuring equality for all and has due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Foster good relations between people who share a protected characteristic and those who do not by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

3. The schools will comply with Specific Duties to help public authorities to meet their obligations under the Act and will:-

- Publish annual equality data
- Publish equality objectives every two years.

2. AIMS OF OUR EQUALITY POLICY

2.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

2.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

2.3 To eliminate any discrimination, harassment and victimisation. To ensure that no one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

2.4 To recognise and celebrate diversity within our community whilst promoting community cohesion.

2.5 To ensure that this policy is applied to all we do.

3. GOOD PRACTICE

3.1 We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

3.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

3.3 We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

3.4 We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

4. STRATEGIES

4.1 Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

4.2 Parents and governors will be involved and consulted about the provision being offered by the school.

4.3 Teachers will ensure that the teaching and learning takes account of this policy.

4.4 The diversity within our school and the wider community will be viewed positively by all.

4.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

4.6 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

4.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

4.8 The positive achievements of all pupils will be celebrated and recognised.

5. OUTCOMES

5.1 This policy will play an important part in the educational development of individual pupils.

5.2 It will ensure that all pupils are treated equally and as favourably as others.

5.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

5.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender identity, race, religion or belief and sexual orientation in accordance with the requirements of The Equality Act 2010.

6. EQUALITY OBJECTIVE

6.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives (Appendix 2 Equality Objectives and Action Plan). Our equality objectives are based on our analysis of data and other evidence. (Appendix 1 Equality analysis)

6.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

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

7. POLICY REVIEW

7.1 This policy will be reviewed every two years by the Governing Body, as part of its monitoring cycle.

Oundle CE Primary School – Equality Action Plan

Protected Characteristic	Objective	Detail	Lead	By when
Disability	Improve Accessibility	A recent Accessibility Audit of the Cotterstock Road site has identified modifications to be made. We are working with the Local authority to ensure all items identified are dealt with as part of the school remodelling	WF	Sept 16
Religion and belief	Strengthen knowledge and teaching of all religions	In order to strengthen our teaching of religion we are working to achieve the RE Quality Mark which celebrates Christianity and works to ensure a good developing knowledge of other religions.	LB	Jul 15
Race	Strengthen knowledge and understanding of British Values	We are working to prioritise an action plan which ensures that we fully audit and change practice accordingly to strengthen our work in relation to multiculturalism.	JM	Jul15

Oundle CE Primary School Qualities Evidence and Engagement with Protected groups

Protected Characteristic	Equalities evidence	How we engage with protected groups																																	
Race	<p>- Policy and procedures are in place to effectively deal with any racist incidents</p> <p>- Data in relation to racist incidents shows that few incidents occur within the school but there are robust procedures in place to deal with these if needed.</p> <p>- The school and locality have low ethnic diversity as identified below:-</p> <table border="1" data-bbox="352 1525 860 1834"> <thead> <tr> <th></th> <th>PUPILS %</th> <th>STAFF %</th> </tr> </thead> <tbody> <tr> <td>White British</td> <td>89.66</td> <td>97.56</td> </tr> <tr> <td>White Irish</td> <td>0.38</td> <td></td> </tr> <tr> <td>White Asian</td> <td>1.15</td> <td></td> </tr> <tr> <td>Chinese</td> <td>0.38</td> <td></td> </tr> <tr> <td>Other Black African</td> <td>0.77</td> <td></td> </tr> <tr> <td>Other ethnic group</td> <td>0.77</td> <td></td> </tr> <tr> <td>Any other mixed</td> <td>2.68</td> <td></td> </tr> <tr> <td>Any other white</td> <td>3.45</td> <td></td> </tr> <tr> <td>Refused to say</td> <td>0.77</td> <td></td> </tr> <tr> <td>No data supplied or available</td> <td></td> <td>2.44</td> </tr> </tbody> </table> <p>- PSHE (Personal, Social and Health Education) lessons are delivered to children, including anti bullying.</p> <p>- other areas of the curriculum, including assemblies , show that the school s explore different race and culture,</p> <p>- policies reflect the schools aims towards eliminating inequality.</p>		PUPILS %	STAFF %	White British	89.66	97.56	White Irish	0.38		White Asian	1.15		Chinese	0.38		Other Black African	0.77		Other ethnic group	0.77		Any other mixed	2.68		Any other white	3.45		Refused to say	0.77		No data supplied or available		2.44	<ul style="list-style-type: none"> • Policies are regularly reviewed and published. • We collect and communicate data relating to racist incidents to staff and other appropriate bodies an adapt the curriculum in response to any issues. • We develop and deliver age appropriate resources to
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		embed and understanding of diversity.																																									
Disability	<ul style="list-style-type: none"> Clear signage, disabled parking bays, disabled toilets and other measures make good provision for disabled users of the schools. A hearing loop is installed on the Cotterstock Road site The Accessibility Plan is reviewed regularly in order to enable access for disabled users. Users with any form of disability are treated with respect and consideration PSHE and class discussions ensure pupils are well informed and understand the needs of others less able. Analysis of staff/pupils with identified disabilities:- <table border="1"> <thead> <tr> <th></th> <th>Pupils %</th> <th>Staff %</th> </tr> </thead> <tbody> <tr> <td>Hearing impairment</td> <td>0.38</td> <td></td> </tr> <tr> <td>Moderate learning difficulty</td> <td>4.21</td> <td></td> </tr> <tr> <td>Profound and Multiple learning difficulty</td> <td>0.38</td> <td></td> </tr> <tr> <td>Social, emotional and mental health</td> <td>0.77</td> <td></td> </tr> <tr> <td>Specific learning difficulty</td> <td>0.38</td> <td></td> </tr> <tr> <td>Specific Learning Difficulty Dyslexia</td> <td>0.77</td> <td></td> </tr> <tr> <td>Speech, Language and Communication Difficulty</td> <td>2.68</td> <td></td> </tr> <tr> <td>No disability</td> <td>90.43</td> <td>100</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Pupils/staff with temporary disabilities (crutches . wheelchairs) have risk assessments carried out with a personal evacuation plan and these are monitored by the Medical Forum. TA's are assigned to support those pupils whom disability impacts on their school life. TA's also carry out Occupational Therapy programmes as advised by the Occupational Therapy Service Other outside agencies are used to support those with disabilities as appropriate. Monitoring and evaluation procedures are dealt with by the Medical Forum and the Health and Safety Committee who meet regularly to review and alter procedures as appropriate. 		Pupils %	Staff %	Hearing impairment	0.38		Moderate learning difficulty	4.21		Profound and Multiple learning difficulty	0.38		Social, emotional and mental health	0.77		Specific learning difficulty	0.38		Specific Learning Difficulty Dyslexia	0.77		Speech, Language and Communication Difficulty	2.68		No disability	90.43	100	<ul style="list-style-type: none"> Provision is made for pupils who require medication, access to toilet facilities or who use walking aids. All pupils have access to the Educational Psychologist, Occupational Therapy service , SPLD , counselling and behavioural support Staff are encouraged to identify any specific needs they have in respect of disabilities and these are addressed in appropriate ways eg purchase of specialist equipment, reserved parking spaces etc 														
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Sex	<ul style="list-style-type: none"> Recruitment processes are fair an consistent Schools data indicates there is a minimal gender gap in achievement in reading, writing or maths although for Academic Year 13-14 boys outperform girls in Year 4 in reading and girls outperform boys in maths in Year 2 as below :- <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Girls</th> <th colspan="3">Boys</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3.4</td> <td>2.9</td> <td>2.7</td> <td>3.3</td> <td>2.8</td> <td>3.1</td> </tr> <tr> <td>Year 2</td> <td>4.4</td> <td>5.8</td> <td>5.9</td> <td>4.2</td> <td>5.6</td> <td>5.2</td> </tr> <tr> <td>Year 3</td> <td>3.7</td> <td>3.3</td> <td>2.5</td> <td>3.7</td> <td>3.3</td> <td>2.5</td> </tr> <tr> <td>Year 4</td> <td>4.1</td> <td>4.5</td> <td>4.2</td> <td>5</td> <td>4.6</td> <td>4.1</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Access to after school clubs is open to both boys and girls. We raise the pupils awareness of the range of families including step families and same sex families in PSHE. Gender data analysis – Governors and Staff 		Girls			Boys			Reading	Writing	Maths	Reading	Writing	Maths	Year 1	3.4	2.9	2.7	3.3	2.8	3.1	Year 2	4.4	5.8	5.9	4.2	5.6	5.2	Year 3	3.7	3.3	2.5	3.7	3.3	2.5	Year 4	4.1	4.5	4.2	5	4.6	4.1	<p><input checked="" type="checkbox"/> Staff encourage both genders to participate in lessons, clubs and other activities.</p> <p><input type="checkbox"/> We currently don't have any positive discrimination activities.</p>
	Girls			Boys																																							
	Reading	Writing	Maths	Reading	Writing	Maths																																					
Year 1	3.4	2.9	2.7	3.3	2.8	3.1																																					
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	<table border="1"> <tr> <td></td> <td>No of male</td> <td>%</td> <td>No of female</td> <td>%</td> </tr> <tr> <td>Staff</td> <td>3</td> <td>7.32</td> <td>38</td> <td>92.68</td> </tr> <tr> <td>Governors</td> <td>4</td> <td>33.33</td> <td>8</td> <td>66.67</td> </tr> </table> <ul style="list-style-type: none"> Sex and relationships education policy is in place. 		No of male	%	No of female	%	Staff	3	7.32	38	92.68	Governors	4	33.33	8	66.67		
	No of male	%	No of female	%														
Staff	3	7.32	38	92.68														
Governors	4	33.33	8	66.67														
Gender re-assignment	Currently this does not apply as we have not been made aware of anyone in this situation , but the same fair and consistent practices would be applied																	
Age	<ul style="list-style-type: none"> Recruitment processes do not discriminate on the grounds of age Age profile of staff:- <table border="1"> <tr> <td></td> <td>%</td> </tr> <tr> <td>Under 18</td> <td></td> </tr> <tr> <td>18-25</td> <td>2.44</td> </tr> <tr> <td>26-35</td> <td>29.27</td> </tr> <tr> <td>36-45</td> <td>21.95</td> </tr> <tr> <td>46-55</td> <td>29.27</td> </tr> <tr> <td>56-65</td> <td>17.07</td> </tr> <tr> <td>65+</td> <td></td> </tr> </table> <ul style="list-style-type: none"> 		%	Under 18		18-25	2.44	26-35	29.27	36-45	21.95	46-55	29.27	56-65	17.07	65+		The workforce is less than 150 and there is no age barrier
	%																	
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Pregnancy and maternity	<ul style="list-style-type: none"> Staff taking maternity leave have the opportunity to return on a flexible working pattern Paid leave is granted for maternity related appointments and maternity leave. Specific risk assessments are done for staff who are pregnant 	<input checked="" type="checkbox"/> Risk assessments are performed on a case by case basis and amendments and adjustments made to working practices depending on need. <input checked="" type="checkbox"/> Staff are encouraged to use up to 10 KIT days																
Sexual Orientation	<ul style="list-style-type: none"> We raise the pupils awareness of the range of families including same sex families in PSHE. Staff deal with inappropriate language relating to sexual orientation through age appropriate discussions/sanctions. The schools currently hold no data on sexual orientation either for staff or pupils. 	-signposting to external agencies is made if required																
Religion and belief	<ul style="list-style-type: none"> Schemes of work in RE cover a range of religions and beliefs following the SACRE agreed syllabus. There is the opportunity for children to opt out of collective worship There are strong links with local churches. As a Church of England school the Governing Body has a Church School task Group to review all aspects of SIAMS Section 48 inspections. School visits take place to various religious places of worship including Northampton Synagogue, Peterborough Mosque, Peterborough Cathedral and St Peter's church as well as visiting speakers coming into school to talk to children about different religions/ religious events eg Judaism, Chinese New year, Diwali Data collected for pupils shows religious denominations :- <table border="1"> <tr> <td></td> <td>%</td> </tr> <tr> <td>Christian</td> <td>61.3</td> </tr> <tr> <td>No religion</td> <td>29.5</td> </tr> <tr> <td>Other religion</td> <td>2.3</td> </tr> <tr> <td>Refused to answer</td> <td>0.38</td> </tr> <tr> <td>No data supplied</td> <td>6.51</td> </tr> </table>		%	Christian	61.3	No religion	29.5	Other religion	2.3	Refused to answer	0.38	No data supplied	6.51	<input checked="" type="checkbox"/> Considerable opportunities are offered to pupils who experience the beliefs and religions of other cultures.				
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	<table border="1"><tr><td>Muslim</td><td>0</td></tr><tr><td>Buddhist</td><td>0</td></tr><tr><td>Jewish</td><td>0</td></tr><tr><td>Hindu</td><td>0</td></tr></table>	Muslim	0	Buddhist	0	Jewish	0	Hindu	0	
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	<ul style="list-style-type: none">• No internal data is collected for staff									