

## Statement on Regard for Equalities

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**PRINCIPLE:** Our school is committed to equality:

- We do our best to ensure that everyone is treated fairly and with respect.
- We make sure the school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupil's extra support is needed to help them to achieve and be successful.
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with students, parents and carers, and through our School Council.

### LEGISLATION

- Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.
- Similarly, in accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the needs of children and young people who are disadvantaged and vulnerable, and their parents and carers.

### HOW WE MONITOR EQUALITY

The Equality Act and the 'Public Sector Equality Duty' that derives from it, require the school to keep and monitor data in order for trends and potential areas of inequality to be identified.

- The school has data on its composition, broken down by year group, ethnicity, gender, looked after children and English as an additional language and other vulnerable groups as identified by data analysis.
- The school has data on its composition broken down by special educational need.
- The school also has data monitoring equalities and inequalities of student outcomes according to ethnicity, gender, special educational need, looked after children and English as an additional language.
- Data on composition and outcomes is shared with the governing body who ensure the school is taking due regard of this information.
- The school uses this data to identify inequalities of outcome and participation.
- This then informs objective setting for achievable and measurable improvements.

## **STUDENT OUTCOMES**

Student outcomes including achievement and attendance are analysed by the school for all pupils and the groups identified above. Most information on student outcomes is available from public sources such as the Primary School Performance Tables or in other published documents such as the school prospectus. Any person requiring further information should request it directly from the Headteacher at the school. The school will deal with each request according to its information sharing protocols taking account in particular of any safeguarding or data protection issues.

## **DOCUMENTATION**

- In addition to this statement, the School has policies setting out our compliance with discrimination and equal opportunities legislation as well other areas impacted by the aims of the Equality Act. These policies are maintained by the Governors and include:
  - EQUALITIES & EQUAL OPPORTUNITIES
    - RACE EQUALITY POLICY
    - CULTURAL DIVERSITY STATEMENT
    - SPECIAL NEEDS POLICY
    - DISABILITY DISCRIMINATION POLICY
    - EMAG POLICY
    - PSHE POLICY
    - SRE POLICY
    - CURRICULUM POLICY

## **RESPONSIBILITIES**

- The Headteacher has overall responsibility for equalities matters, including strategic responsibilities.
- A member of the governing body has a watching brief for equalities matters.

## **STAFFING**

- The school's programme for the continuing professional development (CPD) of staff includes due regard for equalities matters.
- There is proper equal opportunities practice in the recruitment and promotion of staff, including support, teaching and administrative staff.

## **BEHAVIOUR AND SAFETY**

- There are clear procedures for dealing with bullying and incidents including those deemed to be prejudice related in various school policies including the following:
  - BEHAVIOUR POLICY
  - CODE OF CONDUCT
  - ANTIBULLYING POLICY
  - SAFEGUARDING
- A key aim of parent and pupil surveys is to ensure that pupils feel safe from any kind of bullying

## **CURRICULUM**

- Attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language. There is extra or special provision for these groups as appropriate.

- There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.
- There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.
- The school takes part in national projects and schemes, including Black History month.
- In curriculum materials there are positive images of disabled people, of both women and men in non-stereotypical gender roles, and of people from a wide range of ethnic, religious and cultural backgrounds.

#### **PARENTAL INVOLVEMENT**

- The school has regular parents' evening, coffee mornings and carries out parent surveys to help identify any concerns about potential inequality in the school.
- Parents are also encouraged to bring any concerns about inequalities directly to the attention of the Headteacher.