



Equality Information and Objectives Policy

	Name	Date	Signature
Written By	Headteacher	June 2016	
Review		January 2019	

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider:

- We make every effort to ensure that everyone is treated fairly and with respect.
- We make every effort to ensure that our 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 pupils extra support is needed to help them to achieve and be successful.
- We make every effort to ensure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We make every effort to ensure that no-one experiences harassment, 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 our general duty under the Equality Act 2010 to have regard to the need 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.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain subjects.

For more information please contact the school.

The Equality Act 2010 requires us to publish information that demonstrates that 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.

Part 1: Information about the pupil population

Number of pupils on roll at the school: **435**

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.

The figures and information below relate to pupils with particular protected characteristics, but we are aware that pupils may be impacted on by equality issues relating to family members or other people they live with or are close to.

In the figures below X indicates a number fewer than 5; these numbers are not given so that individual pupils cannot be identified from the data.

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.' For example, it will include people who have hearing or sight impairments, a significant mobility difficulty; and mental health conditions or learning difficulties as well as long term health conditions such as epilepsy, diabetes or HIV.

Number of pupils with disabilities: 58

To ensure we are including all children who have additional needs we would include children who have had an illness lasting longer than 12 months which is limiting their ability to access the curriculum.

There are pupils at our school with different types of disabilities and these include:

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- Mobility Issues
- Communication Issues including Autistic spectrum disorders
- ADHD
- Severe allergies
- Severe eczema
- Developmental delay
- Speech and Language Disorder

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Educational need	365	84%
TYPE A (School Support)	37	8.5%
TYPE S (Statement & EHC)	33	8%

Gender identity or reassignment and sexual orientation

Collecting information about pupils for these protected characteristics is not something that we do routinely. However we are aware that these issues might impact on the lives of a number of our children.

Gender Identity

We are aware from research and engagement that children with gender identity disorders may also present with separation anxiety, depression and emotional and behavioural difficulties. In a number of cases learning difficulties and school refusal are also present. The data suggests that children with gender identity problems may experience considerable isolation owing to difficulties with their relationships. They may also become victims of persecution, which may contribute to feelings of depression and misery. We also know that some transgender children know they want to change gender from a young age but they do not always feel comfortable or confident enough to tell an adult.

Sexual Orientation

We are aware, from research, that 65% of young lesbian, gay and bisexual people experience homophobic bullying in British schools.

Even if gay pupils are not directly experiencing bullying, they are often learning in an environment where homophobic language and comments are commonplace, as are their heterosexual peers.

Information on other groups of pupils

Ofsted inspections 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:

X means less than 5

Pupil with English as an additional language (EAL)		
	Total	Percentage of school population
Number of pupils who speak English as an additional language	111	26%

Looked after children

Number X

We also have a number of children who:

- Have been adopted (some very recently) and we are aware that they may also face equality issues

Young carers

A small number of our children have caring responsibilities. Occasionally these do not come to light for some time. They may well impact on the children's school lives e.g.

- Taking up out of school hours opportunities
- Opportunities to complete home learning
- Inability to focus on learning due to stress or tiredness.

Other vulnerable groups

We have a number of children in our school and community who we perceive to be vulnerable or potentially vulnerable. They include children subject to child protection or child in need plans; children whose parents/carers have mental health issues; children with poor attendance / punctuality; families in poverty; families living in poor or temporary housing. We are aware that any of the above may well impact on children's progress and their ability to access opportunities

Part 2: 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.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we demonstrate our awareness of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- 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.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and staff.
- We have a school behaviour policy that aims to create an ethos that makes everyone in the school community feel valued and respected.
- We have a school 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, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that seeks to address the needs of our school community. For example over the last few years we have improved physical access to our site, by constructing ramps up to our school buildings.
- We support all children to learn and to help them achieve their best.
- We expect good behaviour and self-discipline.
- We have a positive attitude towards others and treat all members of the school community with respect.
- We keep the school a safe place for everyone.

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- Decisions about admissions to the school are managed by the local authority according to published criteria. We then meet every new family personally, either at home or in school, before they start in order to learn as much as possible about any barriers they might encounter. These can then be addressed as quickly as possible.
- 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 non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information

- We take a very flexible approach to meeting the needs of people with disabilities. As a diverse group, the issues need to be considered on an individual basis, even for those who may appear to have similar disabilities.
- Relationships between disabled pupils and others are very positive and incidents of bullying or inappropriate behaviour based on disability are extremely rare.
- Our strong culture of support means that adults in the school are prepared to 'go the extra mile' to ensure all pupils have a positive experience at school.
- Where disabilities specifically impact on learning we take specialist advice and consult with families to draw up individual support arrangements.
- Wherever appropriate we modify our curriculum and provide additional or alternative resources.

How we advance equality of opportunities:

- We support disabled learners and staff by meeting their individual needs.

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- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We access specialists to give advice and support for specific disabilities as appropriate.
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils. For visually impaired pupil we liaise with specialists and secure specialist equipment for use in class
- For a child with mobility issues we provide adapted furniture and handrails. Take advice from Occupational Therapist and provide additional integrated opportunities for child to practice skills etc alongside other children
- For parents of children with ASD we have organised support sessions for parents.

How we foster good relations and promote community cohesion:

- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We use assemblies and PSE times to promote positive images and perceptions of disabled people.
- We will tackle prejudice and any incidents of bullying based on special educational needs or disability.
- Children with disabilities are encouraged and sensitively supported to participate successfully in all school events including sports events, trips and residential visits.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Raglan pupils are drawn mainly from the local area. Over 34% of the intake is from one of a number of minority ethnic groups and there are more than 38 languages represented in the school. 26% of pupils come from homes where

English is an additional language. We are aware that Ethnic minorities are underrepresented on the teaching staff and the governing body.

The increasing cultural diversity of the school's population is seen as one of its positive features and we take every opportunity to celebrate and share the wide experience of our families.

The level of reported racist incidents both in the school and its community is very low, however, we are aware racism can impact on the day to day lives of some of our families and of the potential impact on access to the curriculum and broader opportunities.

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by ethnicity.
- We then take a "Which children from a given ethnic group?" approach to address underachievement: no ethnicity is treated as an homogeneous group. This happens through regular, termly pupil progress meetings and then on a week by week basis.
- We set targets to improve the attainment and rates of progress of particular groups and individuals.
- We are developing our curriculum to include content that is relevant to the ethnicity and culture of our families and supports all pupils to understand, respect and value difference and diversity.
- We monitor family attendance at parents evenings and other opportunities to discuss children's progress. We then support access for non-attenders e.g. by giving accessible times, support for EAL.

How we foster good relations and promote community cohesion:

- In developing our curriculum we are developing a range of opportunities for families and community members to contribute knowledge, experiences, and culture to the children's learning.
- Increase range of opportunities for parental engagement e.g. Parent Forums, Reading Breakfast, Family Assemblies.

We ensure that our pupils:

- Recognise diversity across the school and within the wider community, and are given opportunities to celebrate and value it as much as possible
- Have an understanding of Human Rights and how they apply to everyone. and the need to defend the human rights of all individuals

Gender

We are committed to working for the equality of girls and boys / women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- In line with local and national trends our boys generally achieve less well than girls in most Early Years scores and higher up the school particularly writing.
- KS2 girls still continue to outperform boys APS in Writing.
- Out of hours activities such as choir and dance club were predominantly taken up by girls
- Other out of hours sports clubs are well attended by both boys and girls
- Boys are over represented in triggering sanctions from the behaviour policy (class based sanctions)
- Boys tend to dominate playground space
- Boys and Girls are equally represented on School Council and other school responsibilities.
- Fathers / male carers are generally not as involved in day to day school life e.g. volunteer readers, accompanying out of school visits, curriculum events.
- Fathers/ carers much better represented at parents evenings, performances
- Men are under represented on the staff as a whole.

How we advance equality of opportunity?

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject and activity choices are avoided.

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- We ensure that young people have access to resources and experiences that challenge outdated images and ideas about careers and employment.
- Both male and female parents and carers are actively encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- We run events before school such as Reading Breakfasts and encourage male carers and their children to participate.
- We are developing the outside areas in the EYFS to ensure a wide range of opportunities to further engage boys.

How we foster good relations and promote community cohesion:

- Children have targets about positive social interaction with all other children in their class and 'buddy class', these are supported and encouraged by staff.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Children organise and run community events such as Strawberry Tea and the Christmas Senior Citizens party.
- Take part in sporting activities across the borough.

Gender identity or reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Summary information

Although it is rare for pupils - particularly very young pupils - to undergo a gender reassignment, when a pupil does so a number of issues arise that will need to be sensitively handled.

How we advance equality of opportunity?

- We recognise that all gender variant children should be supported and protected whether or not they undertake transition.

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- We are not aware of any transgender staff but through training and awareness raising we hope to provide an environment where transgender staff would be safe and comfortable in the school environment.

How we foster good relations and promote community cohesion:

- We aim to tackle all incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.
- Our curriculum, including PSHE, encourages pupils to develop understanding of and respect for difference, and challenge negative stereotypes.

Religion and belief

We are committed to working for equality for people based on religion, belief, faith and non-belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We acknowledge and celebrate the diversity of faith backgrounds in the school. We see this as an opportunity to learn from each other, to develop respect and tolerance.
- We respect the religious beliefs and practices of all staff, pupils and parents and comply with reasonable requests relating to religious observances and practices.
- We know that some groups of pupils do not naturally mix and we therefore build into our day to day organisation, opportunities to ensure children mix. For example, children are grouped by adults in lessons and buddy classes work together in a range of activities throughout the year.
- We consult pupils and families in developing policies e.g. behaviour and school uniform, to ensure that any issues specific to particular groups are taken into account.
- We involve pupils and families in the delivery of the curriculum e.g. children and families come in to talk about religious ceremonies.

How we advance equality of opportunity?

- The school is tackling any barriers that might prevent pupils with particular beliefs from taking a full part in school life by teaching to the RE Agreed syllabus which acknowledges all faith groups within the school community.

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- We undertake visits to places of worship of a number of faiths.
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens of a diverse society. Our calendar of assemblies included celebrations of faith groups within our school community.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral social and cultural development of all pupils.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- Our assemblies reflect local faith communities and key celebrations e.g. Christmas and Easter, Eid and Diwali
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities.

Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We do not routinely collect information about the sexual orientation of staff or pupils.
- We know that some of our pupils live in households headed by lesbian, gay or bisexual couples.
- We are aware of the need to provide resources that reflect the circumstances of all our children and that celebrate difference and diversity as a way of developing tolerance understanding and respect for one another.
- The school is concerned to tackle any prejudice-related bullying and the use of inappropriate language.

How we advance equality of opportunity?

- Diversity and inclusion are threaded through the curriculum. We are gradually developing a range of books and resources include images of a range of different kinds of families.

How we foster good relations and promote community cohesion:

- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL.
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different.

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

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

Equality objectives (June 16)

- To develop staff expertise in supporting pupils with disabilities
- To continue to develop the outdoor learning opportunities in EYFS in order to close the gap in attainment between girls and boys.
- To ensure our school values are clearly understood by every member of our school community and are embedded in the life of the school.
- To develop effective practice and promote equality and diversity across the school.