



**Inspire ★ Believe ★ Achieve**

*'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith.'* 1 Timothy 4:12

## **Equalities Policy**

At Yealand CE Primary School we are '*small but mighty*' and aim to INSPIRE a love of learning in God's world. Through awe and wonder for God's world we will inspire **all** with a true love for learning, creativity curiosity and imagination. Through independent thought and a passion for the lives of others, we will work with our community to care and consider **all**, following in the teachings of Christ.

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.

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**

- Yealand is a Church of England Primary School in a semi-rural location
- three class school – Little Owls – Nursery, Robin Class – Reception & Key Stage 1 and Swallow Class – Key Stage 2
- current number on role 34
- The school population travel to Yealand from as far as Morecambe & Lancaster
- Currently 12% of our children are eligible for free school meals
- Currently 6% of our children are eligible for Pupil Premium
- 3% of the children are from an ethnic background
- We currently have 1 child with an EHCP (3%)
- We currently have 16 girls and 18 boys in the school
- There are no children with EAL in the school
- Children identified with SEND is 12%
- PLAC is 9%

- Upon entry into Reception our children enter school broadly average compared to national profiles
- Recruiting high quality staff at Yealand has been challenging recently
- Many of the school learners did not enter the school at Reception
- Recently retention of pupils is good

## Principles

To fulfil our legal obligations, we are guided by a number of principles.

### ***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

### ***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

### ***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

### ***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).

### ***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.

***We consult and involve to ensure views are heard.***

In our development of policies, we 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.

***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.

***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.

***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.

**Roles & Responsibilities**

The Governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link Governor is .....

They will:

Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed.

Ensure they're familiar with all relevant legislation and the contents of this document.

Attend appropriate equality and diversity training.

Report back to the full governing board regarding any issues.

The Headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils.

Monitor success in achieving the objectives and report back to Governors.

All school staff are expected to have regard to this document. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued,

and to speak out if they witness or are subject to any inappropriate language or behaviour. We will take steps to ensure all visitors to the school adhere to our commitment to equality.

## Equalities Information

## Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- 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).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of children’s voice
- staff feedback
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

### **Pupil-related data- Note this data pertains to 2019 as there were no end of KS assessments in 2020 or 2021.**

Information	Evidence and commentary
Y2 Attainment – all pupils	Reading Expected -----GDS ----  Writing Expected ---  GDS ---  Maths Expected ----  GDS ---
Y2 Attainment by gender 2019	Boys Reading Expected --- GDS ---  Girls Reading Expected --- GDS ---  Writing Expected ----  GDS ---  Writing Expected ---  GDS ---  Maths Expected ---  GDS ---

	Maths Expected --- GDS ---
Participation in After School Clubs as at October 2021	

Headteacher awards by gender	By the end of the academic year all pupils had received an award of achievement
Exclusions 2019-20	None
Feedback from parental survey 2021	Information can be found on the school website <a href="#">Parental feedback 2021</a>
Formal complaints 2020-2021	None
Racial incidents 2020-2021	None

### Other information

Information	Evidence and commentary
Attendance at parents evenings 2020-2021	83% of parents attend our parent evenings. We always contact parents to arrange a meeting if they missed their appointment, and offer both face to face and virtual meetings.
Governor representation as at June 2021	Governors female and male Currently we do not have an ethnic minority representation
Volunteers as at October 2021	We have a good balance with male and female helpers on school visits. This depends on personal workload and commitments. Our regular volunteer helpers in school on a more daily basis tend to be female.  Our ethnic minority families engage very well with the school and are very supportive of the school. They support re curriculum activities and are very supportive regarding their children's learning. We have very good support for volunteers on school visits.

### Qualitative information

The school has published various policies on the school's website as listed: Behaviour management, anti-bullying, SEN, Collective Worship, admissions policy, educational visits, Safeguarding.

The curriculum promotes equality including assemblies, views of Children's Voice and our PSHE curriculum, and our Christian values. We also celebrate different cultures during specific events e.g. festivals.

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Staffing is creatively structured to enable support to be targeted where it is needed.

All children's needs are met through the curriculum and effective use of intervention programmes. Our approach is fully inclusive.

We enable all children to access after school activities and fund one club for children eligible for pupil premium.

The school has also published other information relevant to equalities on the equality pages on the school website.

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## **Equality Objectives**

We recognise that the public sector equality duty has three aims, to:

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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).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the school council (pupils)
- involvement of Pupil Governors
- staff feedback
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

