



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 13-14

Equality Policy

Purpose of the Policy

On the 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy/maternity.

The Act introduced requires all schools to comply with the **Public Sector Equality Duty** and two **specific duties**.

Public Sector Equality Duty requires us a school to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between different groups;
- Foster good relations between different groups.

The two “specific duties” requires us to:

- Publish information to show compliance with the Equality Duty;
- Publish Equality Objectives at least every 4 years which are specific and measurable.

We recognise that these duties reflect international human rights standards as expressed in 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.

Our Equality Policy aims to demonstrate our compliance with the Public Sector Equality Duty.

Policy Introduction

Pattishall CE Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are considered of equal worth. The principles of this policy apply to all members of the School Community – pupils, staff, governors, parents/carers and all visitors to our school. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting

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equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties. This involves:

- Eliminating unlawful discrimination and harassment;
- Promoting equality of opportunity;
- Promoting good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community, or any other person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities or socioeconomic background.

Our approach to promoting Equality is based on the following principles:

- **All learners are of equal value** - *whatever their ability, whatever their ethnicity, culture, national origin or national status, whatever their gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.*
- **We recognise, respect and value difference and understand that diversity is a strength** - *we take account of differences and strive to remove barriers and disadvantages which children and adults within our school setting may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.*
- **We foster positive attitudes and relationships** - *we actively promote positive attitudes and mutual respect between groups and communities different from each other.*
- **We foster a shared sense of cohesion and belonging** - *we want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.*
- **We observe good equalities practice for our staff** - *we strive to ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.*
- **We have the highest expectations of all our children** - *we expect all pupils to make good progress and achieve to their highest potential.*
- **We work to raise standards for all pupils, but especially for the most vulnerable** - *we believe that improving the quality of education for the most vulnerable groups of pupils*

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ensures that these children are more likely to achieve high standards and improve their life chances.

Equality Statement: Our Equality Statement is based on the principles above and aims to ensure that:

'All pupils and members of staff at our school are provided with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We are totally committed to ensuring that equality is a fundamental part of our drive to improve and that all members of the Pattishall CE Primary School community should continue to Grow Together in God's Love.'

What we are doing to eliminate discrimination, harassment and victimisation

At all times we strive to take into account equality issues in relation to:

- Admissions and exclusions.
- The way we provide education for our pupils.
- The way we provide access for pupils to facilities and services.

We are actively working together as a community to become an **anti-racist and anti-bullying** establishment by:

- Auditing our curriculum and embedding education around Black history
- Ensuring that a wide range of cultures, ethnicities and religions are
- Talking openly and actively about racism, both overt and systemic
- Educating all stakeholders
- Working on becoming Global Neighbours so that our children become courageous activists – standing up for what is right and making the world a better place

We are aware of the reasonable adjustment duty and work towards enhancing access and participation for pupils with Special Educational Needs and Disabilities (SEND) and ensuring that these pupils are not being placed at a disadvantage compared to their non-disabled peers.

The Governors ensure that all appointment panels give careful consideration to this policy so that no one is discriminated against regarding employment, promotion or training opportunities. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school. We actively promote equality and diversity through the implementation of our curriculum and by creating a learning environment which promotes respect for all.

Behaviour, Exclusions and Attendance: The School's Nurturing Positive Behaviour Policy and Anti-Bullying policies take account of the duties under the Equality Act. The school aims to actively

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challenge all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents seriously and provide a report to the Governors about the numbers, types and seriousness of these incidents and how we have dealt with them.

What we are doing to advance equality of opportunity between different groups

We are aware of the needs of our school population and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate language, literacy and mathematical skills. We use a range of teaching strategies that ensures we meet the needs of all pupils and where, it is deemed necessary, we provide support to pupils at risk of underachieving. We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We have an Accessibility Plan designed to:

- Increase the extent to which pupils with a disability can participate in the curriculum.
- Improve the physical environment.
- Improve the availability of accessible information to disabled pupils.

What we are doing to foster good relations: We aim to prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through our Personal, Social and Health Education and across the curriculum. We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour. We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and that promote positive images of people. We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through assemblies, visitors, whole school events and a whole array of curriculum enrichment activities throughout the year.

Equality Information

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Currently, we have 146 pupils on roll, 24 of which are on our SEND register (8 EHCP (4 pending assessment)). There are pupils at our school with different types of disabilities and these include: Attention Deficit Disorder; Autism; Dyslexia and Anaphylaxis.

Information on groups within the school:

Key Stage Two Results 2023:

Group	Reading						Writing						Mathematics						Combined						
	At & Above	National EXS+	Gap to National EXS+	Above	National GDS	Gap to GDS	At & Above	National EXS+	Gap to National EXS+	Above	National GDS	Gap to GDS	At & Above	National EXS+	Gap to National EXS+	Above	National GDS	Gap to GDS	At & Above	National EXS+	Gap to National EXS+	Above	National GDS	Gap to GDS	
Year 7	(23)	19/20 (90.00%)	73.00%	17.00	10/20 (50.00%)	28.00%	22.00	17/20 (85.00%)	71.00%	14.00	8/20 (40.00%)	13.00%	17.00	14/20 (70.00%)	70.00%	-3.00	5/20 (25.00%)	25.00%	2.00	13/20 (65.00%)	65.00%	8.00	4/20 (20.00%)	7.00%	13.00
Boys	(7)	2/4 (50.00%)	70.00%	-20.00	2/4 (50.00%)	25.00%	27.00	1/4 (25.00%)	63.00%	-38.00	0/4 (0.00%)	10.00%	-10.00	2/4 (50.00%)	72.00%	-22.00	1/4 (25.00%)	25.00%	0.00	1/4 (25.00%)	55.00%	-30.00	0/4 (0.00%)	8.00%	-8.00
Girls	(16)	16/16 (100.00%)	80.00%	20.00	8/16 (50.00%)	33.00%	17.00	16/16 (100.00%)	76.00%	24.00	8/16 (50.00%)	18.00%	21.50	12/16 (75.00%)	71.00%	4.00	4/16 (25.00%)	20.00%	5.00	12/16 (75.00%)	63.00%	12.00	4/16 (25.00%)	9.00%	16.00
Disadvantaged	(2)	2/2 (100.00%)	73.00%	27.00	0/2 (0.00%)	28.00%	-29.00	2/2 (100.00%)	71.00%	29.00	0/2 (0.00%)	13.00%	-13.00	1/2 (50.00%)	73.00%	-21.00	0/2 (0.00%)	23.00%	-23.00	1/2 (50.00%)	59.00%	-9.00	0/2 (0.00%)	7.00%	-7.00
SEN	(8)	3/5 (60.00%)	38.00%	22.00	1/5 (20.00%)	8.00%	12.00	3/5 (60.00%)	26.00%	34.00	0/5 (0.00%)	2.00%	-2.00	0/5 (0.00%)	34.00%	-34.00	0/5 (0.00%)	8.00%	-8.00	0/5 (0.00%)	18.00%	-18.00	0/5 (0.00%)	1.00%	-1.00
Non SEN	(17)	15/15 (100.00%)	84.00%	16.00	9/15 (60.00%)	33.00%	27.00	14/15 (93.33%)	80.00%	13.33	8/15 (53.33%)	15.00%	25.00	14/15 (93.33%)	81.00%	12.33	5/15 (33.33%)	27.00%	6.33	13/15 (86.67%)	69.00%	17.67	4/15 (26.67%)	9.00%	17.67
FSM	(2)	2/2 (100.00%)	81.00%	39.00	0/2 (0.00%)	17.00%	-17.00	2/2 (100.00%)	84.00%	48.00	0/2 (0.00%)	8.00%	-8.00	1/2 (50.00%)	85.00%	-5.00	0/2 (0.00%)	11.00%	-11.00	1/2 (50.00%)	42.00%	8.00	0/2 (0.00%)	3.00%	-3.00
Non FSM	(21)	16/16 (76.19%)	79.00%	9.89	10/16 (62.50%)	32.00%	23.56	15/16 (93.75%)	75.00%	8.33	8/16 (50.00%)	15.00%	16.33	13/16 (81.25%)	77.00%	-4.75	5/16 (31.25%)	28.00%	1.78	12/16 (75.00%)	84.00%	2.87	4/16 (25.00%)	9.00%	13.22
Non EAL	(23)	19/20 (90.00%)	75.00%	15.00	10/20 (50.00%)	28.00%	22.00	17/20 (85.00%)	70.00%	15.00	8/20 (40.00%)	13.00%	17.00	14/20 (70.00%)	71.00%	-1.00	5/20 (25.00%)	21.00%	4.00	13/20 (65.00%)	58.00%	7.00	4/20 (20.00%)	7.00%	13.00

Information on Ethnicity		Information on Religion	
White British	93.2%	Christian	22%
White Other	5.4%	Muslim	0.7%
Mixed White & Asian	1.3%	No Religion	9.5%
Other Religion	1.4%	Not known/refused	66.4%%

Information on Pupil Premium		Information on English as an Additional Language	
Free School Meals – Yes	4%	EAL - Yes	3%
Free School Meals - No	986%	EAL - No	97%

Equality Objectives

The objectives which we identify represent our school's priorities and are the outcomes of careful review and analysis of data and other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

Our current Equality Objectives for are:

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- To increase the percentage of pupils in vulnerable groups that make accelerated progress each year.
- To improve inclusion and representation
- To actively work to encourage greater diversity in our demographic, across all stakeholders.

Our School Development Plan sets out how we will achieve our objectives.

Monitoring and Reviewing Objectives

We review and update our equality objectives every year and report annually to the Governing Body on progress towards achieving them. We involve and consult staff, pupils, governors, parents and carers as appropriate throughout the year.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

Governing Body is responsible for:

- ensuring that the school complies with legislation
- monitoring the implementation of this policy and its related procedures

School Leadership Team is responsible for:

- day to day implementation of the policy and for monitoring outcomes
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of unlawful discrimination

Teaching and Support Staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and across the school
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work

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Visitors to the school, including parents and carers are expected to:

- support our commitment to equalities
- comply with the duties set out in this policy

Equal Opportunities relating to all staff - *Please see the NCC's (now WNC) HR Equality in Employment Policy.*

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