

EQUALITY STATEMENT

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any individual**)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos/mission

MISSION STATEMENT

Round Hill Primary School has adopted this policy as we firmly believe in equality and are committed to ensuring this policy is actively implemented in line with the Equality Act 2010.

Round Hill Primary School allows everyone to participate by:

- *Providing a welcoming, safe, happy school where everyone is respected and listened to; A school where we take pride in ourselves and our achievements enabling children to become confident and successful learners.*
- *Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.*
- *Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.*

Round Hill Primary School encourages everyone to excel by:

- *Striving for the highest possible standards of achievement and behaviour in a stimulating environment.*
- *Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.*
- *Striving to be a centre for truly excellent teachers, where quality leadership is extended to professionals in other schools. Where the staff are committed to their own learning journey and the sharing of quality practice.*

Round Hill Primary enables everyone to be proud of their achievements by:

- *Encouraging everyone to do their very best.*
- *Developing a love of learning inspired by quality teaching.*
- *Building and developing upon individual strengths and talents.*

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

| School Community | Responsibility |
|-------------------------|---|
| Governing Body | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources. |
| Head Teacher /Principal | As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents. |
| Senior Management Team | To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents. |
| Teaching Staff | Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents. |
| Non -Teaching Staff | Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents. |
| Parents/Carers | Take an active part in identifying barriers for the school community and in |

| School Community | Responsibility |
|-------------------------|---|
| | informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils | Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. |
| Local Community Members | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all. |

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website and mentioned in our school newsletters annually.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **12 December 2017**

Date to be reviewed by the Governing Body **Autumn Term 2020**

Guiding Principles, Equalities Information and Equality Action Plan 2017-2018
Round Hill Primary School

GUIDING PRINCIPLES

In fulfilling the legal obligations in this policy, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, 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 or non-religious affiliation or faith background
- ✓ whatever their sexual identity

Principle 2: We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- ✓ disability, so that reasonable adjustments are made
- ✓ ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- ✓ gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- ✓ religion, belief or faith background
- ✓ sexual identity

Principle 3: 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- ✓ positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- ✓ mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

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- ✓ whether or not they are disabled
- ✓ whatever their ethnicity, culture, religious affiliation, national origin or national status
- ✓ whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- ✓ disabled and non-disabled people
- ✓ people of different ethnic, cultural and religious backgrounds
- ✓ girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- ✓ disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- ✓ both women and men, and girls and boys
- ✓ Gay people as well as straight

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- ✓ disabled people as well as non-disabled
- ✓ people of a wide range of ethnic, cultural and religious backgrounds
- ✓ both women and men, girls and boys
- ✓ gay people as well as straight

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- ✓ disability
- ✓ ethnicity, religion and culture
- ✓ gender

Principle 9: Objectives

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We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- ✓ disability
- ✓ ethnicity, religion and culture
- ✓ gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Equalities Information

Round Hill Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

How many children are on roll at the school?

| Group | Pupils | Percentage |
|------------------|--------|------------|
| All Children | 468 | 100% |
| Boys | 243 | 52% |
| Girls | 225 | 48% |
| Pupil Premium | 35 | 8% |
| Service Children | 0 | 0% |
| EAL children | 143 | 31% |
| In Care | 0 | 0% |

What information on pupils is collected by protected characteristics?

(Based on Dec 2017)

| ETHNICITY | PUPILS |
|------------------------------|------------|
| Indian | 11 |
| Kashmiri Other | 1 |
| Any Other Asian Background | 10 |
| Pakistani | 35 |
| Black - African | 4 |
| Black Caribbean | 1 |
| Any Other Black Background | 1 |
| Chinese | 4 |
| Any Other Mixed Background | 13 |
| White and Asian | 11 |
| White and Black African | 4 |
| White and Black Caribbean | 5 |
| Information Not Yet Obtained | 3 |
| Any Other Ethnic Group | 10 |
| Refused | 1 |
| White - British | 314 |
| Any Other White Background | 37 |
| White Other | 2 |
| Other White British | 1 |
| TOTAL | 468 |

Special Educational Needs (SEN)

| SPECIAL EDUCATIONAL NEEDS (SEN) | PUPILS |
|-----------------------------------|--------|
| Education health care Plan (EHCP) | 4 |
| SEN | 19 |
| Statemented Children | 1 |

Staff Ethnic Categories

| ETHNICITY | NUMBER |
|----------------------------|-----------|
| Any Other White Background | 1 |
| Indian | 1 |
| Indian | 1 |
| Pakistani | 1 |
| Pakistani | 1 |
| White and Asian | 1 |
| White and Black African | 1 |
| White British | 52 |
| TOTAL | 59 |

No Information was available on the following protected characteristics:

Gender Reassignment – None

Sexual Identity – None

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

Admissions Attainment Attendance Engagement in school activities Exclusions Prejudice related incidents Rewards and sanctions Representation on school bodies e.g. school councils.

In line with our duty to establish a minimum of three key objectives the bold areas were identified as areas where targeting action would be appropriate.

Equality Action Plan 2017-2018

Stage 3: Setting Objectives

Attainment

Equality Objective: To narrow the gap in attainment between pupils in receipt of Pupil Premium and other pupils in school.
 Why: The achievement of our pupils in receipt of pupil premium below the national average for this group of pupils. The gap is being narrowed in all areas but the recent increases of our overall reading and writing attainment means this is still an area for improvement.
 How: See School Improvement Plan – 2017/18
 Outcome: The gap between Pupil Premium and other pupils in all subjects is reduced.

Culture and our Community

Equality Objective: To explore and understand our changing school community.
 Why: The schools community has changed over the past few years. We now have more children on roll from different cultures and who speak different languages. We would like to investigate this and integrate more work into our curriculum and parent events.
 How: Monitor the make up of the school community. Work with children and parents to develop ideas and activities. Evaluate our curriculum to ensure that it reflects our changing community. Develop staff training.

Outcome: Curriculum development can be evidenced. Children attain well and make good progress. Our school community reflects the children within it.