

# Curry Rivel C of E Primary School

## Equality information November 2018

**Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act**

### 1. Our specific duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

Links to additional information available on our school website are provided. Other information can be obtained by contacting staff, as indicated.

### 2. Our objectives for the September 2018 to September 2019 period are:

- **Advance equality of opportunity for boys, summer born and pupil premium children by improving the attainment of these groups**
- **Advance equality of opportunity to increase participation in the extended life of the school by pupils and families who are at present under represented**
- **Foster children's confidence through broadening children's understanding and appreciation of diversity and developing good relations between different cultural groups.**

### 3. Information about what our school does to promote equality

| Type of information   | Evidence available and how this can be obtained   |
|---|---|
| <b>Data about the school population and differences of outcome</b>  |   |
| 1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.   | This information is available from the office   |
| 2. Our school has data on its composition broken down by types of impairment and Special Educational Need. We follow DfE guidance on recording disability in addition to Special Educational Need.  | This information is available from the office   |
| 3. Our school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English. The school also uses data and other evidence provided by the Local Authority or available nationally, to help identify inequalities and the needs of particular groups. | This information is gathered termly and is available from the Headteacher and governor minutes. |
| 4. Our school uses data and other information on inequalities of outcome and participation when setting itself objectives for achievable and measurable improvements.   | This information is gathered annually and will be outlined in the governor minutes.             |

### Documentation and record-keeping

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| 5. There are statements of the school's responsibilities under the Equality Act in various school documents, for example our equality policy, the school evaluation and development plan, the prospectus, routine bulletins and newsletters, and occasional letters to parents. | The Equality Policy is available along with several other relevant documents on our website: |
| 6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team  | Governing Body reports and minutes of meetings are available in the school office            |

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| meetings, and will be in the minutes of the School Council.   |  |
| 7. Before introducing important new policies or measures that may have an impact on equality, the school carefully assesses their potential, positive or negative, and keeps a record of the analysis and judgements which it makes.                                    | If you wish to see records relating to particular decisions, please contact Frances Burns, headteacher.  |
| <b>Responsibilities</b>   |  |
| 8. A senior member of staff has special responsibility for equalities matters.  | If you wish to discuss equality matters please contact Frances Burns   |
| 9. A member of the governing body has a watching brief for equalities matters.  | If you wish to see records relating to particular decisions, please contact: Mrs Lynne Benton  |
| <b>Staffing</b>   |  |
| 10. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.   | We ensure we adhere to Somerset County Council's guidance on equal opportunities and recruitment   |
| 11. Our other policies, including our pay policy, uphold good equalities practice.  | Our policies are available on our website: <a href="http://www.curryrivelpriamary.co.uk">www.curryrivelpriamary.co.uk</a>  |
| <b>Behaviour and safety</b>   |  |
| 12. There are clear procedures for dealing with prejudice-related bullying and incidents.   | Our procedures for responding to such incidents is available through the clerk to governors..  |
| 13. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.  | This was evident from the parent questionnaires and from the Pupil Parliament meetings   |
| <b>Curriculum</b>   |  |
| 14. Focused attention is paid to the needs of specific groups of pupils (for example those who have Special Educational Needs and those who are learning English as an additional language) and there is extra or special provision for certain groups, as appropriate. | If you wish to discuss such support please contact: Jo Ward, SENCO   |
| 15. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.   | Examples of this include: PSHE curriculum, RE curriculum, buddy leadership   |
| 16. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.  | Examples of this include: collective worship, cross class groups, visits and visitors.   |
| 17. In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.            | If you wish to discuss equality matters related to curriculum materials please contact: Frances Burns  |
| <b>Consultation and involvement</b>   |  |
| 18. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation). | Examples of how we have consulted and involved parents and other people include: Parent questionnaires, parent discussions. Our objectives are based on the information obtained through analysis of pupil progress. |
| 19. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act (which may sometimes involve targeted consultation).   | Examples of how we have consulted and involved pupils include: circle times, School Council meetings, group interviews.  |



# Curry Rivel Primary School

## Equality statement of commitment for the whole school community

### **Our School policy statement on equality and community cohesion**

Our school is committed to equality. Therefore:

- We try to ensure that everyone is treated fairly and with respect.
- We try to make sure 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 try to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents/carers, and through our School Council.
- 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 our duty under the Education and Inspections Act 2006 to promote community cohesion.

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations. We also welcome 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 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
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects

**Date Approved by the Governing Body:**

**Draft shared in September 2018 for approval in November 2018**

| Aspect of the Equality Duty  | Issues identified  | Objectives and timescale  | Example activities   | How to measure progress  |
|--|--|---|--|--|
| <p><b>Advance equality of opportunity</b> between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> <li>remove or minimise disadvantages</li> <li>meet the needs of people from protected groups where these are different from the needs of others</li> </ul> | <p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>Significant national, local and school level evidence that pupils from certain groups consistently achieve lower than average end of KS results, including boys, EAL learners and pupils from some other minority ethnic groups, summer born pupils and those eligible for pupil premium</li> <li>Impact of poor attendance on attainment</li> <li>Evidence of wide gaps between the attainment of children with SEN and others</li> </ul> | <p>Over 4 years</p> <p>Close attainments gaps for pupil premium children, summer born &amp; boys groups currently achieving lower than average end of Year 2 and Year 6 results (whilst raising average attainment overall).</p> <p>Improve attendance for certain groups of children</p> | <ul style="list-style-type: none"> <li>Provide training for staff on classroom and whole school strategies for meeting the needs of targeted groups</li> <li>Through consultation meetings and advice, ensure appropriate targets are set</li> <li>Track progress of individuals and provide challenge and support as needed</li> <li>Hold rigorous meetings with parents who are not supporting their child's attendance</li> </ul> | <ul style="list-style-type: none"> <li>Improved end of Year 2, Year 4 and Year 6 attainment and reduced gaps between groups</li> </ul>   |
| <p><b>Advance equality of opportunity</b> between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> <li>remove or minimise disadvantages</li> <li>meet the needs of people from protected groups where these are different from the needs of others</li> </ul> | <p><b>The extended life of the school</b></p> <ul style="list-style-type: none"> <li>Evidence that pupils and parents/carers from certain groups (including some covered by the Equality Act) tend to participate less in extra-curricular activities and other aspects of the school's extended life</li> </ul>   | <p>Increase numbers of pupils and parents/carers participating in the extended life of the schools, with a focus on those who are currently under-represented (particular those falling under Equality Act protected characteristics)</p>   | <ul style="list-style-type: none"> <li>Investigated barriers and address any problems identified</li> <li>Provide staff with information/training if appropriate</li> <li>Improve home school communication if appropriate, eg through translated materials</li> <li>Longer parent meetings to share child's progress &amp; needs</li> <li>Meet parents/carers if appropriate to overcome concerns they may have</li> </ul>          | <ul style="list-style-type: none"> <li>Improved participation rates for certain groups in a range of activities, including clubs, Celebration Assemblies, parents' consultation events etc.</li> </ul> |
| <p><b>Foster good relations</b> between people who share a protected characteristic and people who do not share it</p> <ul style="list-style-type: none"> <li>tackling prejudice</li> <li>promoting understanding between people from different groups</li> </ul>  | <p><b>Positive attitudes</b></p> <ul style="list-style-type: none"> <li>Significant national, local and school level evidence that there are widely believed negative stereotypes of some groups of people, including Travellers, people moving to Britain for work or asylum, some faith groups (particularly Muslims).</li> </ul>  | <p>Broaden pupils' perspectives and understanding of groups, cultures and countries different from their own (particularly travellers, migrants, some faith groups.)</p>  | <ul style="list-style-type: none"> <li>Carry out classroom activities that introduce children to a broad range of children with different backgrounds and cultures</li> <li>Continue with visitors from a range of backgrounds and diversity experiences</li> <li>Develop curriculum work to promote more positive attitudes to disability</li> </ul>  | <ul style="list-style-type: none"> <li>Attitudinal measures show improvements</li> <li>Increase awareness</li> <li>Increase understanding of British values</li> </ul>                                 |

