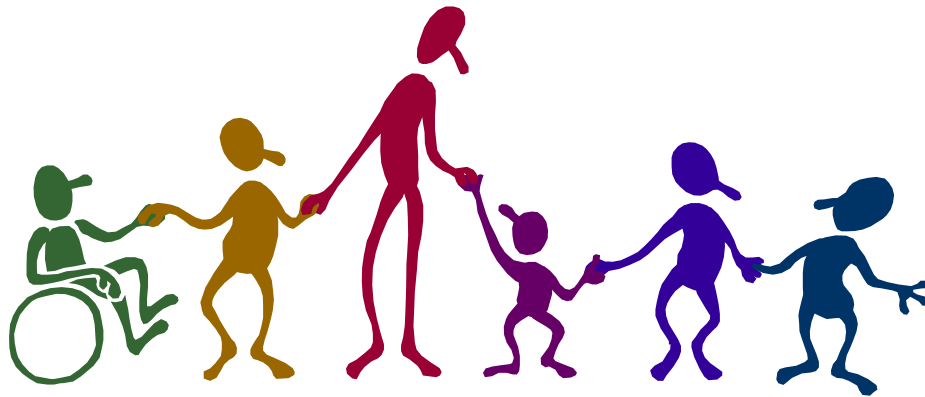


## Equality Information and Objectives –

- Compliance requirements
- School Statement
- Objectives/Plans
- Notes on sources of evidence



**Review frequency:** Every four years and information published annually (see below).

**Approval:** Governing body free to delegate to a committee of the governing body, an individual governor or the head teacher.

**Legislation:** The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011.

*“Under specific duties, governing bodies, local authorities and proprietors are required to draw up equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.”*

**Date Adopted: October 2017**

**Review – October 2021**

## **Compliance Requirements:**

Schools are required to publish information to demonstrate how they are complying with the Public Sector Equality Duty (PSED).

The PSED was introduced by the Equality Act 2010 and applies to all schools, including maintained and independent schools (including academies), maintained nursery schools, and maintained and non-maintained special schools.

The PSED has three main elements:

- Eliminating discrimination and other conduct prohibited by the Equality Act
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

### **Eliminating discrimination**

The school needs to show it is aware of the requirements of the Act and will comply with non-discrimination provisions.

To do so, it could publish:

- Policies relating to behaviour, anti-bullying, recruitment and pay
- A note of meetings at which staff or governors have been reminded of their duties under the Act
- Evidence of staff training
- A note of how the school monitors equality issues

### **Advancing equality of opportunity**

The PSED requires schools to show they are advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

To fulfil this aspect of the duty, the DfE suggests publishing:

- Attainment data showing how pupils with different characteristics are performing
- Information on the steps the school is taking in response to the above data
- Evidence showing improvements for specific groups, such as a decline in incidents of homophobic or transphobic bullying
- General data about issues associated with particular protected characteristics, from which schools may identify issues that could affect their own pupils

### **Fostering good relations**

The PSED requires schools to show they are fostering good relations between those who share a protected characteristic and those who do not share it.

Schools could demonstrate that they are fulfilling this aspect by publishing evidence of:

- Aspects of the curriculum that promote tolerance, friendship, and understanding of a range of religions and cultures
- Assemblies dealing with relevant issues
- Involvement with local communities
- Initiatives to deal with tensions between different groups of pupils within the school
- Engagement with people who have special knowledge that could inform the school's approach, such as disability equality groups

## School Statement

The Governors and staff of Kilham Church of England Primary School aim to provide the highest possible quality of education. We aim to develop the whole child within a safe, caring, family atmosphere and with an emphasis on high expectations, personal achievement, and an enjoyment of life lived through Christian values of friendship, community, peace and trust.

- ✓ We are committed to equality both as an employer and a service-provider:
- ✓ We try to ensure that everyone is treated fairly and with respect.
- ✓ We want to make sure 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 try to make sure 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 aim to make sure 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 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 objective which show how we plan to tackle particular inequalities, and reduce or remove them.
- ✓ We will monitor the achievement of our pupils by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.
- ✓ We welcome the emphasis in recent Ofsted inspection frameworks 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

## Equality Objectives – guidance:

The Department for Education (DfE) has published guidance on producing equality objectives. Paragraph 5.26 explains that objectives should be:

- Specific
- Measurable
- Achievable
- Used as a tool to help improve the school experience of a range of different pupils

A school can set as many objectives as it feels are appropriate. ***The objectives should fit the needs, size and circumstances of the school.*** A representative from the Equality and Human Rights Commission (EHRC) said that, although neither the DfE nor the EHRC specify how many objectives must be published per school, it is regarded as best practice for a school to develop more than one equality objective. This is because in most cases a school will be able to improve equality for more than one protected group, or for one protected group in multiple areas.

Equality objectives may relate to any of the three aims of the public sector equality duty. They may be linked to challenges already identified in the school improvement plan, might respond to gaps identified through data analysis, or may result from consultation with pupils, staff and parents.

Possible challenges include:

- Narrowing gaps in attainment between groups of pupils, for example, girls and boys
- Improving the attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities
- Improving the participation and engagement of different groups of parents and communities

**Context of Kilham CE Primary School:**

Kilham CE Primary is a smaller than average-sized primary school and almost all pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below average but the proportion of disabled pupils and those who have special educational needs is in line with the national average. The proportion of disadvantaged pupils supported by the pupil premium funding is below the national average. There are five classes in the school, four are mixed age, with Children in Nursery attending part time until they reach the Reception class. The number of pupils who join or leave the school partway through the year is much higher than usual. The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6. The school works cooperatively with other primary schools in the local cluster group. School had a successful OFSTED inspection in March 2015. The school was judged to be good overall. However, the school received an outstanding judgement for the behaviour and safety of pupils. Following the inspection, a post-OFSTED improvement plan was put in place and all staff worked hard towards the recommendations for improvement. As a result of the inspection outcome and follow-up work we are now aligning our improvement priorities to the aspirational target of 'outstanding'. Our latest 'category of schools' grading from ERYC was 'securely good'. Our most recent monitoring/critical visits from the Diocese of York and our Improvement Partner have mentioned our positive progress towards our improvement objectives.

**Current Profile of the School – September 2017**

At present (September 2017) we have 138 boys and girls on roll

The majority of our pupils are White British.

We have 18 children at SEN support, including 2 children who have an education, health and care plan. There are 10 additional children classed as 'school concern'.

There are no current 'looked-after pupils' on roll.

There are 2 'previously looked-after children'.

There are 22 children currently eligible for Pupil Premium.

School is not aware of any staff or governors who have a disability.

A simple review of the school's Accessibility Plan is due to be carried out in autumn 2017. The completion of the previous plan stated that the 2004 building extension and subsequent works enabled a major overhaul of buildings accessibility issues.

Attainment Information showing how pupils with different characteristics are performing is published on the schools website annually.

**Equality objective 1: *Participation of disadvantaged pupils in all aspects of school life.***

**Why we have chosen this objective:**

We have chosen this objective because we have significant overlaps between pupils identified as being eligible for Pupil Premium funding and also having Special Educational Needs. We are also constantly reviewing our use of Pupil Premium funding and would like to make sure, from an equality perspective, that our strategy includes provision for including those pupils in all aspects of life at Kilham CE School.

**To achieve this objective we plan to:**

1. Ensure Pupil Premium funding is allocated within the school budget to support Educational visits in each class, in accordance with the use of voluntary contributions and chargeable activities within the school's charging and remissions policy – and that this is made clear to parents.
2. Ensure that all clubs and activities are advertised effectively to all members of the school community.
3. Investigate the use of Pupil Premium funding in relation to the possibility of other initiatives which may increase participation – music lessons, sporting clubs, transport, etc.
4. Ensure that pupil voice, through the use of School Council, contributes to self-evaluation of school practices and informs future policy making.

**Progress we are making towards achieving this objective:**

**Equality objective 2: *Participation of those pupils and families not living within walking distance of school in all aspects of school life.***

**Why we have chosen this objective:**

We have chosen this objective because catchment area changes have meant that an increasing proportion of our pupils travel to and from school via bus. This is now equivalent to a quarter of our full-time pupils. We would like to ensure that these children and families have opportunities to participate in all aspects of school life, regardless of distance travelled to school.

**To achieve this objective we plan to:**

1. Be flexible with the timings of events, such as performances and parents evenings.
2. Maintain the PTFA Facebook page to share information, as well as a dedicated 'Travel' Facebook page for people to request and offer travel support to school events.
3. Encourage parents to communicate with each other to offer informal networks of support to and from isolated villages.
4. Collect and act upon survey information from parents about thoughts on after-school clubs and provision.

**Progress we are making towards achieving this objective:**

**Equality objective 3: *Increase children's knowledge of different countries and cultures***

**Why we have chosen this objective:**

We are aware of our rural location and the current levels of diversity within the community. We would like to counteract this by adopting a more formal approach to global and cultural education in our school.

**To achieve this objective we plan to:**

1. Raise awareness amongst the children of the need to learn about other cultures, world issues and understand the global responsibility they have.
2. Update the school library with a selection of new books, based upon new curriculum topics, such as countries of Africa, and other current issues, such as immigration, British values etc.
3. Puts learning in a global context wherever possible, such as using a fiction/non-fiction text from another country or culture when possible, linking to Geography skills and PSHCE.
4. Use Collective Worship and R.E as vehicles for teaching about other cultures wherever possible.
5. Maintain and develop our links with certain charities which support global issues, such as Mbedza project in Malawi, Christian Aid etc.
6. Use technology where possible to create connections and within our learning to increase knowledge of the world and its cultures.
7. Make sure that school displays evidence a knowledge and awareness of other countries and cultures.

**Progress we are making towards achieving this objective:**



**Sources of evidence – for general PSED compliance and specific information relating to our equality objectives:**

- The school's website offers up to date information, including all statutory policies – including Pay, Behaviour, Anti-bullying, Supporting pupils with medical needs, Complaints Procedures etc.
- Other documentation, including pupil achievement data – available on the school website
- School Council minutes
- Collective Worship and assembly plans
- Minutes from Full Governing Body and relevant committee meetings – Inspection Copies available from the headteacher if requested.
- Information on the context of the school and pupil profile is contained within this document and updated annually.
- Staff training records – kept by the headteacher
- School monitoring records, such as behavior logs, first aid/medication administration, exclusion, admissions etc. are all available from the headteacher if requested

**Signed:**

**Date:**

## 10. PREVIOUS ACTION PLANS

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

For further examples of actions please see Appendix A.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	<p><b>MUST BE INCLUDED</b></p> <p>Publish and promote the Equality Plan to all members of school community through the school website, newsletter and staff meetings.</p> <p>Initial questions on 2012 parents survey – results monitored and used to inform School Development planning.</p> <p>Results of these specific questions to inform amendments to this single equality plan.</p>	<p>Question about parent awareness of Equality Scheme in annual survey – initial questions on 2012 survey:</p> <p><i>This school recognises the talents and achievements of children of all abilities.</i></p> <p><i>This school deals with any cases of bullying effectively. (Bullying includes persistent name-calling, cyber, racist and homophobic bullying).</i></p> <p><i>This school provides opportunities to celebrate the diversity of other cultures.</i></p> <p><i>I feel this school would challenge incidents of unfair treatment or discrimination on account of race, gender and disability.</i></p>	Headteacher	<p>April-June 2012 (initial launch of plan)</p> <p>Initial parents survey completed March 2012, further survey completed November 2013.</p> <p>Initial single equality scheme published April 2012 – this update published January 2014</p>	<p>Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays</p> <p>Parents are aware of the Equality Plan</p> <p>Parents responses to questions indicate positive perception of key questions – see results sheets.</p>

## 10. PREVIOUS ACTION PLANS

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Annually in autumn term	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Through history lesson plans and collective worship	Curriculum due for re-development as from September 2014	Notable increase in participation and confidence of targeted groups
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through discussions and PSHCE	Headteacher/Class Teachers	Ongoing	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation and other activities monitored by race, gender, disability	Member of staff leading on school council	School Council established – run by Lisa Hobson	More diversity in school council membership
Race Equality Duty	<b>MUST BE INCLUDED</b> Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: October, January, June	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body

## 10. PREVIOUS ACTION PLANS

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
Disability Equality Duty	Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.	Monitoring of applications by disability to see if material was effective	Lead Governor on Special Educational Needs & Disabilities	Ongoing – when vacancy arises.	More applications from disabled candidates to be School Governors
Community cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHCE plans, collective worship plans/evaluations.	Member of staff leading on PSHCE & Headteacher	Ongoing	Increased awareness of different communities shown in PSHCE assessments
General Duties to ensure Equality	Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc	Feedback from the school community is embedded in subsequent school improvement plans	All staff /Governors	Ongoing	School Development Plan priorities are focused on outcomes from feedback

## **Appendix A**

### **Examples of further actions you may want to include in your action plan to meet the general duties**

#### **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

##### **The school will ensure that:**

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

##### **The school will provide:**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

#### **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

##### **The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.

- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

- The school will collect and analyse evidence and data on children’s achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.