

Swinemoor Primary School

CORPORATE EQUALITY POLICY

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Contact:	Mr L. Myers
Contact Number:	01482869247
Approved By:	Governing Body

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EQUALITY POLICY

In our school everybody should work constantly to develop a purposeful and quality environment, well ordered for work and free from unnecessary interruption and intimidation. We believe this environment is necessary to create a broad and balanced curriculum where everybody has their best chance to:

Achieve beyond expectations;

Be proud of our community, our school, our achievements and our peers;

Compete, with the belief that we have every chance of success;

Develop a culture where we take appropriate risk, understanding this is how people learn, grow and achieve things they thought were too difficult;

Enable people to work together, in order to achieve more than we could on our own.

We believe these aims will develop us; spiritually, morally, socially and culturally therefore helping to prepare us for the next challenges and opportunities in our lives.

1. Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from discrimination. It is unlawful for Swinemoor Primary School to discriminate against a person by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The Public Sector Equality Duty as part of the Equality Act came into force on 6 April 2011 It requires all public bodies when carrying out their day to day work to have due regard to the need to:

- **Eliminate discrimination and other conduct that is prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it**

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This includes pupils and staff

Statutory Requirements: The Specific Duties

The specific duties require us to:

- Publish information to show compliance with the Equality Duty, at least annually; and
- Set and publish equality objectives, at least every four years
- All information must be published in a way which makes it easy for people to access and understand.

Publishing Information

Public bodies such as Swinemoor Primary School must publish information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information published must include:

- Information relating to people who are affected by the school's policies and practices who share protected characteristics

Setting Equality Objectives

As part of the Equality Act 2010 equality objectives have been set by Swinemoor Primary School taking into account evidence of equality issues across all our functions; consideration of issues affecting people sharing each of the protected characteristics; and we have thought about each of the three aims of the Equality Duty. The number of objectives we have set are proportionate to the school size; the extent to what we do affects equality; and the evidence that such objectives were needed.

The Equality objectives are specific and set out how progress will be measured.

2. Definitions

Protected Characteristics - It is unlawful for us to discriminate against a pupil, prospective pupil, parent, member of staff by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

This includes:

- Admissions
- The way education is provided to pupils
- The way pupils are able to access any benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment

However although a person's age is a protected characteristic in relation to employment and to the provision of goods and services this does not apply to pupils and we are able to admit and organise children in age groups and treat pupils in ways appropriate to their age and stage of development

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act.

Discrimination by association a person will not be discriminated against because they are associated with another person with a protected characteristic

Perception whether a person has a protected characteristic or it would be discrimination to treat that person differently because it is thought that they have a protected characteristic

Disability Special Provision we will treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without disabilities either by reasonable practices or auxiliary aids and services. This will be complemented by our Accessibility Plans.

Accessibility Plans are implemented to ensure that

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the schools is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved

and are published at <http://swinemoorprimary.org.uk/>

Parents - Any reference to a parent in this policy is a wide reference (as in education law generally) not only to a pupil's birth parents but to adoptive, step and foster parents, or other persons who have parental responsibility for, or who have care of, a pupil.

Staff includes teaching and non-teaching staff.

3. Responsibilities

The Governing Body is responsible for ensuring compliance with the Public Sector Equality Duty and Specific Duties as stated above. The lead Governor for this is: Mrs J Simpson

The head teacher is responsible for:

- Providing accurate and appropriate information to the Governing body to enable them to publish and demonstrate compliance with the Public Sector Equality Duty
- Making sure that steps are taken to address the school's stated equality objectives
- Making sure that equality and access plans are readily available and that the Governors, staff, pupils, parents and guardians know about them
- Providing regular information for staff and Governors about progress against stated equality objectives
- Making sure that all staff understand their responsibilities under the Public Sector Equality Duty and receive training and support to carry these out
- Ensuring that all policies and strategies when being developed, implemented and reviewed do not create inequality and have a positive impact by reducing and removing inequalities and barriers that may already exist.
- Taking appropriate action in cases of discrimination, harassment and victimisation

All staff are responsible for:

- Eliminating discrimination and other conduct that is prohibited by the 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 share a protected characteristic and people who do not share it

Visitors and contractors are responsible for following the Equality Policy.

4. Public Sector Duty

4.1 Information

Appendix I to this Policy shows the information which is relevant to the three aims of the Equality Act as required by the Public Sector Duty.

4.2 Engagement and Consultation

The following people were engaged and consulted upon in the development of the Equality Objectives

Governors
Teaching staff
Non-teaching staff
School Council
Pupils
Parents

4.3 Equality Objectives

The following Equality Objectives were decided upon from the analysis of information in Appendix I and there was a potential for improvement on equalities.

1. To increase staff and governor understanding of equality and its implications on a day to day basis through training.
2. To evaluate the curriculum and resources to ensure that diversity and equality are reflected.

The action plan for each objective can be found in Appendix II of this Policy.

4.4 Monitoring and Evaluating

The analysis of data and information which shows compliance to the three aims of the Equality Act (Appendix I) will be updated annually subsequent to the date of this Policy.

The Equality Objectives progress will each be reviewed regularly in accordance with the individual action plan for each objective. New objectives will be set and published at least every four years

4.5 Publishing

In order to ensure that our equality information and objectives are easily accessible we will:

- Publish the information on the our website <http://swinemoorprimary.org.uk/>
- Publish the information through the school newsletter / other communications
- Highlight the information in our staff meetings

5. References

Equal Human Rights Commission, *The Essential Guide to the Public Sector Equality Duty*, 2011

GEO, *Equality Act 2010: Specific Duties to Support the Equality Duty. What do I need to know? A Quick Start Guide for Public Sector Organisations*, 2011, p6)

Department of Education, *Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities*, September 2012,

Swinemoor Primary School Equalities Information and Analysis

1. This information has been collected from the RAISE online, which already presents performance data for individual schools broken down (gender, race and also SEN which can be seen as a rough proxy for disability). It also includes comparative analysis with national statistics and with comparable schools.
2. Another form of published information to show how the school is promoting equality
 - publishing its policies online e.g. behaviour policy or anti-bullying policy which importance of avoiding discrimination and other prohibited conduct is expressly noted, or
 - publishing minutes of Governors' meetings where they are expressly reminded of their responsibilities under the Act
 - evidence of staff training on the Equality Act
 - a note of how the school monitors equality issues

Section 1. Who Comes to Our School?

This is our school population. These are the groups of people we need to plan services for. As a school our main function is to provide good access to educational opportunities and help/support our pupils to do well at school (attain). We have to make sure we do not disadvantage anyone in our school. We use the following information to help us. We also welcome your views.

	Year 2014/15	Swinemoor Primary School		National Data
		Number	%	
Gender	Girls	110	48.7%	48.9%
	Boys	116	51.3%	51.1%
Ethnicity	White British	214	94.7%	69.8%
	Other White and European	3	1.33%	5.3%
	Asian - Any Other Asian Background	5	1.77%	1.7%

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	Any other minority ethnic group	1	0.4%	1.7%
	Not recorded	3	1.33%	-
Free School Meal Eligibility	Not Eligible	165	73%	
	Eligible	61	27%	17%
Special Educational Need	No Special Educational Needs	164	72.6%	
	SEN Support	56	24.8%	2.8%
	EHC Plan	6	2.7%	-
Profile of Need (% based on total number of pupils with Primary Needs)	Autistic Spectrum Disorder	1	2%	
	Hearing Impairment	1	2%	
	Moderate Learning Difficulty	45	90%	
	Physical Disability	1	2%	
	Severe Learning Difficulty	1	2%	
	Other Difficulty/Disability	1	2%	
English as an additional language	Pupils who are EAL	7	3.1%	18.7%

Analysis/comments:

Analysis of the school population:

The school is predominantly made up of children from a White British background. One quarter of the school population are eligible for free school meals and one quarter receive some form of SEN support

Comparisons to National data:

When compared to national data the school has a higher proportion of White British children. The school also has a higher percentage of children who are eligible for free school meals and require SEN support when compared to national statistics.

Attendance

	School %	National %
School Attendance	96.9%	
Authorised Absence	1.6%	3.5%
Unauthorised Absence	1.5%	0.9%
Persistent Absence	1.3%	

Analysis/comments: Pupil attendance over the last two years has stabilised in the region of 96.7%. Rigorous monitoring systems are in place to ensure that reasons for absence are established as soon as a child is absent. In order to achieve attendance above 97% the school may need to look towards prosecuting parents for term time holidays.

Things we do well:

Rigorous monitoring of attendance to deal with absences as soon as they occur.
Robust 'Child Missing in Education' procedures.

Things we would like to improve:

Deeper analysis of attendance against vulnerable groups
Possible prosecution of parents who take their children on holiday during term times.

Section 2. Advance Equality of Opportunity Between People

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The main thing we do as a school is to provide good access to education and to promote achievement and attainment for everyone who comes to our school. We use information (data) to help us do this.

Attainment Data

This is how our school compares at the end of Year 6 (Key Stage 2)

This is how different groups in our School achieve at the end of Year 6 (Key Stage 2)

	Key Stage 2 Outcomes for Different Groups in Our School	Eng/Maths School- L4+ combined	National L4+ combined
Gender	Girls	100%	82%
	Boys	95%	76%
Ethnicity	White British	97%	79%
Special Educational Need	No Special Educational Needs	100%	90%
	School Action	100%	47%
	School Action Plus	100%	36%
	SEN without statement	100%	42%
	Statement	0%	15%
Free School Meal Eligibility	Not Eligible	92%	67%
	Eligible	100%	83%

Examples	Steps the School has Taken (Case Studies)
Participation :	In Key Stage 2 the support for children with SEN is delivered through the Specialist Teaching Group every morning. This allows children to receive support that is individually tailored to their needs and has a very positive impact on the attainment of children with additional needs.

Analysis/comments:

Things we do well:

Specialist teaching group for the support of pupils with additional needs in Key Stage 2.

Things we would like to improve:

Close the gap between FSM and Non FSM at Level 5.

Section 3. Foster Good Relations Between People

We want our school community to be a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

Examples	Steps the School has Taken (Case Studies)
Social and Emotional Wellbeing:	School Aims. Assemblies to promote and celebrate differences. Performances and website appearances help develop confidence.
Pupil Voice:	School Council School website – Swinemoor News
Positive Imagery:	Staff presentations to governors demonstrate how curriculum subjects enable children to adapt and learn in Modern Britain and how each subject offers opportunities for children to learn the British Values. School website

Analysis/comments:

Things we do well:

Promoting British Values and ensuring all staff understand the importance of helping children to grow up living in Modern Britain. School website encourages positive imagery and builds confidence in children.

Things we would like to improve:

Improvement and development of the school accessibility plan
Roll out the new PSHE scheme and monitor work undertaken through portfolio analysis

Section 4. Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken
Exclusions Data:	There have been no exclusions from the school in the last 3 years.
Victimisation and Discrimination:	There have been 2 reported hate crimes in the last 3 years, details of which are held by the School Business Manager
Monitoring of Discriminatory Incidents:	School Business Manager has copies of the reported hate crimes. Other behavioural incidents are held in the Behaviour Log. Analysis of behaviour is shared with Governors termly.
Anti Bullying and Harassment:	Details of behavioural incidents are kept in the Behaviour Log. Analysis of these incidents shared with Governors on a termly basis.

Analysis/comments: The school has rigorous systems in place to monitor behaviour incidents within the school. Analysis of all behaviour incidents is undertaken termly and shared with the Governing Body termly.

Things we do well:

Rigorous monitoring of behaviour incidents

Prompt and effective behaviour management techniques deployed by all staff to de-escalate many behaviour incidents

Things we would like to improve:

Further analysis to determine behaviour incidents linked to vulnerable groups to take place.

Section 5. Participation and Engagement

How we have involved people in developing equalities at our school.

Examples	Steps the School has Taken
School Council:	Involvement in selecting local charities to work with and raise money for including national and local charities.
Pupil Voice:	Displays showing pupil voice from a range of children in the school. Children's interests and involvement in planning for topics
Parents/Carers /Guardians:	Parent questionnaires

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Equality Objective 1: To increase staff and governor understanding of equality and its implications on a day to day basis through training.			
Lead Person responsible for Equality Objective	A Rodgers		
Outcomes <ul style="list-style-type: none"> • All governors and staff understand their role with respect to the Equality Act and the implications for their practise. • Accessibility plan completed 	Performance Measure/Evidence: Policies and procedures will not disadvantage groups of pupils with protected characteristics.		
Action	Lead person responsible for action	Timescale	Date action reviewed by Governors
Accessibility Plan completed and published on the school website.	AR	January 2016	March 2016
Governor and SMT training to be delivered	AR	Autumn Term 2016	Spring Term 2017
SMT to disseminate training to all teaching staff	LM/AR/JS	Autumn Term 2016	Spring Term 2017

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Governing Body will consider and approve the Corporate Equality Policy.	AR	Spring term 2016	Summer Term 2016
The Corporate Equality Policy is communicated to all staff, Governors and Parents.	AR	Spring Term 2016	Summer Term 2016
Progress made			
2015/16			
2016/17			
2017/18			

<p>Equality Objective 2:</p> <p>To evaluate the curriculum and resources to ensure that diversity and equality are reflected.</p>	
Lead Person responsible for Equality Objective	A Rodgers
<p>Outcomes</p> <ul style="list-style-type: none"> The school's curriculum and resources reflect diversity both nationally and internationally 	<p>Performance Measure/Evidence:</p> <p>Tracking data</p> <p>Intervention outcomes</p> <p>Case Studies</p> <p>Curriculum planning</p> <p>Pupil understanding</p>

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<ul style="list-style-type: none"> Children have an increased understanding of equality and diversity within their locality and nationally. 	Pupil participation		
Action	Lead person responsible for action	Timescale	Date action reviewed by Governors
Regularly consider the ways in which teaching and the curriculum integrates British values and diversity.	LM	Ongoing	Annual report to Governors
Further develop the use of data in targeting pupils ensuring that all pupils make progress.	JS	Autumn Term 2015	Spring Term 2016
Ensure sufficient opportunities within the school curriculum to address equality, diversity and SMSC.	JS	Ongoing	Annual report to Governors
Progress made			
2015/16			
2016/17			
2017/18			

