

# West Tytherley CE Primary School Equality Policy



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## Introduction

At West Tytherley CE Primary School we understand the term **equality** to mean the following:

- Everyone **should not** be treated the same, but that everyone **should** be treated fairly. We recognise that everyone has individual needs and that they have a right to have their needs respected.

At West Tytherley CE Primary School we understand the term **diversity** to mean that whilst our backgrounds, knowledge, skills, aptitudes and experiences are all different, these differences should be valued and appreciated.

As a Church of England primary school, our ethos at West Tytherley our educational provision is rooted in the ethos and values of the Christian faith, supporting the development of the whole child and equipping them for life in today's world. We are committed to creating a community, which promotes equality in a positive environment, where there is a shared sense of belonging which rests within a culture of respect and cooperation.

We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all stakeholders of the school.

We recognise equality will only be achieved through the whole school community working effectively together.

## National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## School Context

West Tytherley CE Primary School is a small rural village school which draws children from the catchment area of West Tytherley village, and the areas outside of this. We have 56 children on roll at present and have capacity for 105. At present we have the following profile:

Percentage of children who attend West Tytherley School from catchment area	45%
Percentage of girls in school (total)	43%
Percentage of boys in school (total)	57%
Percentage of children with White British heritage	86%
Percentage of children from any other ethnic group	14%
Percentage of children on SEND provision	25%
Percentage of children on Pupil Premium Grant	20%
Percentage of children from a service family	4%
Percentage of children with English as an additional language	9%

## Principles

We see all pupils, potential pupils, their parents and carers, and staff as of equal value. We recognise and respect difference and encourage children to look for similarities before differences. We are guided by a number of principles:

1. Whether or not they are disabled
2. Whatever their ethnicity, culture, national origin or national status
3. Whatever their gender and gender identity
4. Whatever their religious and non-religious affiliation or faith background
5. Whatever their sexual orientation
6. Whatever their marital status
7. Whether they are currently pregnant or have recently given birth
8. Whatever their age
9. Whatever the families' position is within the community

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their **protected characteristics**:

- Disability – we note that reasonable adjustments may need to be made.
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs.

- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of these choices.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth. 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 and interaction between groups and communities different from each other.
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics.

We observe good equalities practice in relation to staff.

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

- We aim to reduce and remove inequalities and barriers that already exist.

We intend that our policies, procedures and activities avoid or minimise any possible negative impact and we aim to reduce inequalities that exist between groups and communities different from each other.

- We consult and involve to ensure views are heard.

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and parent questionnaires and for staff, through staff governor representation and at staff meetings. Where necessary and appropriate, we will consult more widely with specific groups.

- We aim to foster greater community cohesion.

We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups. Our curriculum is designed around the objective to engage with and learn more about our local area.

- We base our practices on sound evidence.

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

- We set ourselves specific and measurable equality objectives.

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in.

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new equality objectives every four years but keep them under review and report annually on progress towards achieving them.

### **Application of the principles within this policy statement**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum.
- The teaching and learning within the school.
- Our practice in relation to pupil progress, attainment and achievement.
- Our teaching styles and strategies.
- Our policies and practice in relation to admissions and attendance.
- Our policies and practice in relation to staff.
- Our care, guidance and support to pupils, their families and staff.
- Our policies and practice in relation to pupil behaviour, discipline and exclusions.
- Our partnership working with parents and carers.
- Our contact with the wider school community.

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- Promote an inclusive and collaborative ethos in their practice.
- Deal with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons.
- Support pupils in their class who have additional needs.

We recognise that the public sector equality duty has three aims, to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Involvement of the school council.
- Contact with parents representing pupils with particular protected characteristics.
- Contact with the local community and disability organisations.
- Parents’ evenings with a parenting focus.
- Curriculum events for parents only so that their child’s learning can be explained and modelled.
- Health & Safety walk with a focus on DDA and accessibility issues.

**Pupil-related data**

Information	Evidence and commentary															
Equality of attainment in all 3 core areas (RWM)	<p>In 2023-24, outcomes for boys and girls at KS2 were as follows</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Attainment @ ARE</th> </tr> <tr> <th></th> <th>Boys (8)</th> <th>Girls (2)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62.5%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>62.5%</td> <td>100%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table> <p>With small cohorts it can be difficult to draw conclusions from data. However scrutiny and knowledge of children suggests that boys under perform at KS1 in writing and that they are not demonstrating capacity in achieving GDS.</p>		Attainment @ ARE			Boys (8)	Girls (2)	Reading	62.5%	100%	Writing	62.5%	100%	Maths	50%	100%
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	Boys (8)	Girls (2)														
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Writing	62.5%	100%														
Maths	50%	100%														
Attendance by gender Sept 2022 – July 2023	<p>All Students Female 91.83%</p> <p>All Students Male 94.89%</p>															
Diversity of faith is under-represented in our community	<p>We have very little diversity with regard to religious belief.</p>															

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We have also involved staff, pupils, parents and others in the following ways:

- Focus groups e.g. service families.
- Parent questionnaires.
- Involvement of the student council.
- Learning council.
- Pupil questionnaires designed and led by pupils.
- Staff survey.
- Contact with parents representing pupils with particular protected characteristics.

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

### Equality Objective 1- Linked to the promotion of Equality, Diversity and Inclusion

**OBJECTIVE: To ensure that the boys who attend West Tytherley School are equipped with the skills to ensure that they are resilient and engaged learners in all subjects, especially reading and writing.**

**Why we have chosen this objective:** From analysis of our school profile, data and an in-depth knowledge of our cohorts of children, it is possible to identify that boys are not performing as well as girls in English. This could be due to a number of factors including: home and family support with reading at KS1 and in early KS2, children's attitudes to overcoming difficulties, our SEND provision and curriculum provision.

#### **To achieve this outcome:**

- This objective will form a key part of the SIDP for 2024-25 as part of the improvement focus on reading and writing across the school. ( please refer to the SIDP for detail)
- New materials purchased for reading schemes that will follow on from Little Wandle, ensuring that the themes and content encourage boys to engage enthusiastically with reading.
- English lead to audit the English curriculum to ensure that the interests of boys are well-represented.
- New expectations around reading at home established and maintained for all.
- Male role models established around reading and writing, and promoted in class. Resilience promoted using those who may have struggled as role models.

#### **Intended Outcome:**

Foster a love of reading and writing for boys who attend West Tytherley School and ensure that barriers to progress are overcome, through close examination of circumstances and adaptation of curriculum and reading materials.

## Equality Objective 2- Linked to promotion of Equality, Diversity and Inclusion

**OBJECTIVE:** To ensure that West Tytherley CE Primary school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

**Why we have chosen this objective:** From an analysis of our school profile, alongside the demographics of our local area, we know that our community is not representative of life in modern Britain. We want our school community to explore the uniqueness of the human race and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

**To achieve this objective we plan to:** Ensure that we effectively deploy the resources and teaching opportunities from: our PSHE scheme (SCARF), the Rights Respecting Curriculum, the R.E. curriculum (Hampshire Living Difference and Exploring Christianity). These lessons, discussions, activities and experiences will allow children to regularly explore subjects such as equality, diversity and inclusion. We want the children to fully explore and understand the value of equity in these areas. Class sets of carefully selected texts will be curated to support teachers and pupils in the exploration of key themes and to support their understanding. Governors and school leaders will access training on Equality in order to ensure that they are able to monitor and measure outcomes accurately.

**Intended outcome:** To raise awareness of the protected characteristics alongside key issues relating to equality, diversity and inclusion. To develop the children's understanding of the importance of equity and to equip them with the skills and attitudes that will result in them making a positive contribution to life in modern Britain.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.