



Springdale First School

School Equalities Policy

2022-2023

(Including Equalities Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. School staff should read this policy in conjunction with the school's Employment Equality Policy.

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 acknowledge our 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

We collect equality information, and this can be referenced in the appendices of this statement.





Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff 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 and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

2. We recognise and respect difference

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 the relationships they have
- 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



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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. 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).

5. 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 impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. 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 for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. 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.

9. 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 (principle 8) and the engagement we have been involved in (principle 7).

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 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 ensures that the school complies with legislation, and that:

- this policy and its related procedures and action plans are implemented
- arrangements are in place to deal with any concerns or unlawful action that arises
- this policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

The headteacher is responsible for implementation of this policy, ensuring:

- That all staff are aware of their responsibilities and given appropriate training and support
- Appropriate action is taken in the event of 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

Date approved by the Governing Body: September 2022

Date for policy review: September 2023





Equalities Information

Appendix A

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, sexual orientation, religion and belief and sexual orientation).

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

- parent questionnaires
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil-related data

Whole School Pupil Data

	Foundation Stage	Year 1	Year 2	Year 3	Year 4
Number of children	60	60	60	60	61`
Boys	30	29	32	32	27
Girls	30	31	28	28	34

FSM	4%
Pupil Premium	6%
SEN	3%



Pupil Information – Springdale First School.

Since 2019, there have been no statutory assessments due to COVID 19. SATS and Phonics Screening assessments were re-instated in the Summer term of 2022.

EYFS Data

Setting Name	Eligible	ACHIEVED EXPECTED											
		GLD ^{1,2}	Avg. Total Pts.Score ²	COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
Springdale First School	60	78.3%	32.3	88.3%	86.7%	86.7%	81.7%	78.3%	90.0%	88.3%	90.0%	76.7%	76.7%

Number of girls

Com	PSE	PHY	LIT	MAT	UTW
88%	88%	94%	84%	91%	94%

Number of boys

Com	PSE	PHY	LIT	MAT	UTW
89%	86%	79%	71%	89%	89%

Number of PP children – 3. 67% made GLD

Com	PSE	PHY	LIT	MAT	UTW
67%	100%	100%	67%	100%	67%

Number of SEND children – 1. 0% made GLD

Com	PSE	PHY	LIT	MAT	UTW
0%	0%	0%	0%	0%	0%

Year One Phonics Screening

Estab. Name	Cohort	Mark						Outcome					
		No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
Springdale First School	60	1.7%	1.7%	3.3%	5.0%	31.7%	56.7%	35.8	0.0%	0.0%	1.7%	10.0%	88.3%

Group	% of children who passed.
Girls (28)	96%
Boys (32)	81%
PP (2)	50%
SEND (1)	0%



KS1 Data

Subject	Cohort	A	EM	PK1	PK2	PK3	PK4	WTS / HNM	EXS	GDS	<EXS	≥EXS	GDS
Reading	60	0	0	0	0	0	3	8	27	22	11	49	22
Writing	60	0	0	0	0	0	2	12	33	13	14	46	13
Maths	60	0	0	0	0	0	1	6	35	18	7	53	18
Science	60	0	-	-	-	-	-	0	60	-	0	60	-
RWM*	60	-	-	-	-	-	-	-	-	9	5	45	9
RWMS*	60	-	-	-	-	-	-	-	-	-	0	45	-

Girls (28)	PK4	WTS	EXP	GD
Reading	4%	4%	54%	39%
Writing	0%	11%	53%	9%
Maths	4%	4%	60%	32%

Boys (32)	PK4	WTS	EXP	GD
Reading	6%	22%	38%	34%
Writing	6%	31%	53%	9%
Maths	0%	16%	56%	28%

PP (5)	WTS	EXP	GD
Reading	20%	60%	20%
Writing	20%	60%	20%
Maths	0%	60%	40%

SEND (2)	PK4	WTS	EXP	GD
Reading	50%	50%	0%	0%
Writing	50%	50%	0%	0%
Maths	0%	50%	50%	0%

For

additional information regarding the breakdown of pupil characteristics, please see the following documents;

- SEND core offer
- Equalities statement
- PP action plan.

The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: (September 2022)

Date for review and re-publication: (September 2023)



Equality Objectives

Appendix B

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

- To eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To 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, sexual orientation, religion and belief and sexual orientation).

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

Objective 1: To further develop strategies and opportunities that will prepare children for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community

Objective 2: To continue to inform and empower school staff to respond effectively to vulnerable children and to those who have suffered a trauma or have a mental health issue.

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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.