

# Meadow Lane Infant School Single Equality Policy



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## EQUALITY STATEMENT

### What is the Equality Act 2010?

The Equality Act 2010 is a new law which protects people from discrimination. It replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and many others. Previous equality duties involved schools producing separate policies and action plans for race, disability and gender. The new Equality Act introduces a single equality duty for all public sector organisations including schools, this is known as the 'public sector equality duty'

**Equality:** does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

### School governing bodies should work closely with the whole school community to:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics listed earlier;
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years;
- Develop a 'Single Equality' Policy, detailing all protected characteristics, and making clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

## Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

The public sector duty requires all schools to show how they are meeting the aims of the Equality Act by giving 'due regard' to the need to:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Act
- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it

### Specifically to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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A **protected characteristic** under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

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## Our Vision Statement



### School Ethos

The Meadow Lane School Motto is 'Reach for the Sky and Be a Star!'



### Mission Statement

At Meadow Lane we provide and model a stimulating, fun, caring and secure environment in which the lives of the children are enriched to enable them to achieve their physical, emotional, academic and social potential. Ultimately, we aim to foster a joy for learning and for life and enable the children to make a positive contribution to society.

## Demographic context

Meadow Lane Infant School is part of the Nottinghamshire Broxtowe District. It is approximately 2 miles from the city border. We have an average deprivation index of 0.10 which means that approximately 10% of pupils live in areas of deprivation. At 8.1% the proportion of pupils eligible for pupil premium is significantly below the average nationally. When compared to all infant schools in Nottinghamshire, our pupils come from a mixed area. It has within it families from the full range of society including both professional families and those with high levels of social disadvantage. Currently around 25% of children who are attending our school live outside of our catchment area.

The vast majority of pupils are of White British origin with 15.1% pupils from minority ethnic backgrounds. A wide range of minority ethnic groups are represented by small numbers of pupils, the most common being other White background and Asian. Although this is lower than the national average when compared to Nottinghamshire there are more than average pupils from minority ethnic groups. Few pupils are at the early stages of learning to speak English as an additional language and at 5% the percentage of EAL pupils is below the national average.

At 3.3% the proportion of pupils with learning difficulties and/or disabilities is below the national average as is the percentage at school action plus or with a statement.

There are more boys than girls in school at the moment although this percentage changes from year to year.

### Attainment on Entry to Foundation Stage 2

- Pupils entering F2 are generally of average attainment with a percentage above and below average.

### Attainment on entry to KS1

- The percentage of pupils entering KS1 with a 'good level of development' is above the national average; 61.3% in 2013, the first year of the new EYFS curriculum, which was above the national average of 53%; 71.4% in 2014 which is above the Nottinghamshire average of 61.7%.

## Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

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## Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head teacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on *the school website*.**

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## **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

## **Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **February 2015**

Date to be reviewed by the Governing Body **February 2016**

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## GUIDING PRINCIPLES

In fulfilling the legal obligations in this policy, we are guided by nine principles:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, 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 or non-religious affiliation or faith background
- whatever their sexual identity

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

### **Principle 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

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## **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

## **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- Gay people as well as straight

## **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

## **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

## **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.



## Meadow Lane Infant School Equalities Information and Equality Action Plan 2014-15

Meadow Lane Infant school has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

### Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?

**211 Pupils in total**

- What information on pupils is collected by protected characteristics? (Based on Autumn 2014 census information)

Using the SIMs data the following information was available:

Pupil Ethnic Categories							
White British	177	White & Black Caribbean	0	Indian	3	Any Other Black Background	3
Irish	0	White & Asian	2	Pakistani	3	Refugee	0
Any other white background	2	White & Black African	1	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	6	Any other Asian background	9	Any Other Ethnic Group	1
Gypsy/Roma	0	Chinese	1	Black Caribbean	1	Information Refused	0

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	<b>95.3%</b>	<b>201</b>
SEN support	<b>4.7%</b>	<b>10</b>
Statement	<b>0%</b>	<b>0</b>

Gender	
Girls	<b>104</b>
Boys	<b>107</b>
FSM	
FSM	<b>11</b>
Boys	<b>6</b>
Girls	<b>5</b>
EAL	
Total	<b>13</b>
Boys	
Girls	

Staff Ethnic Categories							
White British	<b>46</b>	White & Black Caribbean	<b>0</b>	Indian	<b>0</b>	Any Other Black Background	<b>0</b>
Irish	<b>0</b>	White & Asian	<b>0</b>	Pakistani	<b>0</b>	Refugee	<b>0</b>
Any other white background	<b>0</b>	White & Black African	<b>0</b>	Bangladeshi	<b>0</b>	Asylum Seeker	<b>0</b>
Traveller of Irish Heritage	<b>0</b>	Any Other Mixed Background	<b>0</b>	Any other Asian background	<b>0</b>	Any Other Ethnic Group	<b>0</b>
Gypsy/Roma	<b>0</b>	Chinese	<b>0</b>	Black Caribbean	<b>0</b>	Information Refused	<b>0</b>
White European	<b>0</b>	Any other Chinese background	<b>0</b>	Black African	<b>0</b>	Information Not Obtained	<b>0</b>

**No Information was available on the following protected characteristics:**

- **Gender Reassignment** – N/A due to the age of the children
- **Sexual Identity** – N/A due to the age of the children

## Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- **Attainment**
- **Attendance**
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils.

In line with our duty to establish a minimum of three key objectives the bold areas were identified as areas where targeting action would be appropriate.

## Stage 3 : Setting Objectives

### Attainment

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**Equality Objective:** To narrow the gap in attainment between pupils in receipt of FSM6 and other pupils in school.

**Why:** The achievement of our pupils in receipt of pupil premium is in line with the national average for this group of pupils but it is lower than other pupils in school. The gap is being narrowed in all areas but the recent increases of our overall reading and writing attainment means this is still an area for improvement.

**How:** See 2014-15 School Improvement Plan

**Outcome** The gap between FSM6 and other pupils in all subjects is reduced.

## Attainment

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**Equality Objective:** To narrow the gap in writing attainment and progress between boys and girls

**Why:** The girl's attainment is consistently above the boys. This is particularly evident in the Foundation Stage and although the gap narrows into Year 2 at Level 2A and level 3 there is still a gap in attainment in Level 2B+. This is particularly evident in writing.

**How:** See 2014-15 School Improvement Plan

**Outcome:** The boys attainment in writing is raised across school and the gap at key points is narrowed.

## Culture and our community

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**Equality Objective:** To explore and understand our changing school community.

**Why:** The schools community has changed over the past few years. We now have more children on roll from different cultures and who speak different languages. We would like to investigate this and integrate more work into our curriculum and parent events.

**How:** Monitor the make up of the school community. Work with children and parents to develop ideas and activities. Evaluate our curriculum to ensure that it reflects our changing community.

**Outcome:** Curriculum development can be evidenced. Children attain well and make good progress.