



# EQUALITY POLICY AND PLAN

## 2022 - 2026

NORTHBOURNE.SP.012

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Northbourne CE Primary School  
Cockcroft Road,  
Didcot  
OX11 8LJ

# Equality Policy and Plan

## 1. Equality Policy Statement

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

- Eliminate discrimination
- Advance equality of opportunities
- Foster good relations between all groups of pupils and parents within the school, and between the school and the wider community

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

The Equality Act designates the following protected characteristics:

- Age (for employees)
- Disability
- Race
- Sex, including issues of transgender and gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

In order to meet our general duties as listed above, the law requires us to carry out specific actions. These are:

- To publish equality information to demonstrate compliance with the duties outlined (we will not publish information that can identify any individual children)
- 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 focuses for equality objectives. The data will relate to the following aspects of the school's work:

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

Our objectives will detail how we secure equality of opportunity in each of these aspects. Our objectives will not be limited to these functions however; where other functions are found to raise issues of equality, these will be included as additional objectives.

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

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 those related to staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers

- Consult and involve widely

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

## 2. Responsibilities

Group	Responsibility
<b>Governing Body</b>	<ul style="list-style-type: none"> <li>• Involve and engage the school community in identifying and addressing equality barriers and the setting of objectives to address these;</li> <li>• Monitor progress towards achieving equality objectives;</li> <li>• Publish objectives and equalities data.</li> </ul>
<b>Headteacher</b>	<ul style="list-style-type: none"> <li>• Promote key messages to staff, parents and pupils about equality, what is expected of them and what can be expected from school in return with regards to equalities;</li> <li>• Ensure the school community receives adequate training to ensure equality is promoted;</li> <li>• Ensure all staff are aware of their responsibility to record and report prejudice-related incidents.</li> </ul>
<b>Senior Leadership Team</b>	<ul style="list-style-type: none"> <li>• Support headteacher in meeting duties listed above;</li> <li>• Ensure fair treatment and access to services and opportunities;</li> <li>• Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents.</li> </ul>
<b>Teaching staff</b>	<ul style="list-style-type: none"> <li>• Contribute to securing the very best outcomes for all pupils;</li> <li>• Understand and uphold the commitment to pupils and parents / carers that they will be treated fairly without prejudice;</li> <li>• Contribute to the design and delivery of an inclusive curriculum;</li> <li>• Understand the responsibility to record and report all prejudice-related incidents.</li> </ul>
<b>Non-teaching staff</b>	<ul style="list-style-type: none"> <li>• Uphold the commitment made by the headteacher as to how pupils and parents / carers can expect to be treated;</li> <li>• Support colleagues within the school community;</li> <li>• Understand the responsibility to record and report all prejudice-related incidents.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the Governing Body of possible actions that can be taken to remove these;</li> <li>• Take an active role in supporting and challenging the school to achieve its commitment to tackling inequality and securing equality of opportunity for all.</li> </ul>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Support the school to achieve the commitment made to tackling equality;</li> <li>• Uphold the commitment made by the headteacher to pupils, parents / carers, staff and the wider community can be expected to be treated.</li> </ul>
<b>Local community members</b>	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the Governing Body of possible actions that can be taken to remove these;</li> <li>• Take an active role in supporting and challenging the school to achieve its commitment to tackling inequality and securing equality of opportunity for all.</li> </ul>

- We will ensure the whole school community is aware of the Single Equality Policy and our published equality information and objectives by publishing them on our school website ([www.northbourne-school.org.uk](http://www.northbourne-school.org.uk));

- This policy and our objectives also applies to our Morning Fun Club;
- Objectives will be reviewed every three years in relation to changes in our school profile. Objectives also form part of the overall School Development Plan and therefore will be reviewed as part of this.

### 3. School equalities information (correct as of May 2022)

Northbourne CE Primary School have used the following data to assist in the identification of some of the barriers to pupils accessing education provision.

#### 3i. Understanding our school community – pupils

<b>346 pupils on roll</b>	<b>167 girls</b>	<b>179 boys</b>
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Ethnic background:

White British	283	White and Black Caribbean	1	Indian	2	Any other black background	4
Irish	0	White and Asian	4	Pakistani	1	Black African	4
Any other White background	23	White and Black African	1	Bangladeshi	0	Black Caribbean	0
Traveller of Irish Heritage	0	Any other mixed background	1	Any other Asian background	3	Any other ethnic group	2
Gypsy / Roma	0	Chinese	0	Information refused	2	Not specified	15

*Comparisons to 2021 census data from Didcot South West for the sizeable groups outlined above:*

- 94% White British compared to school total of 82%;
- 1.5% Other White background compared to school total of 7% (included in 2021 census as ‘mixed or multiple ethnic groups’)

Religion and belief:

Christian	210	Sikh	0	Hindu	1	No religion	79
Buddhist	1	Jewish	0	Other religion	2	Information refused	8
Muslim	9	Not specified	36				

*Comparisons to 2021 census data from Didcot South West for the sizeable groups outlined above:*

- 47% Christian compared to school total of 61%;
- 44% no religion compared to school total of 23%

Special Educational Needs (SEN):

No identified Special Educational Need	79%	274
SEN Support	18%	62
Education, Health and Care Plan	3%	10

3ii. Equalities objectives - pupils

Using the information gathered, the following strands have been analysed to identify any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- a. Admissions
- b. Attainment
- c. Attendance
- d. Engagement in school activities
- e. Exclusions
- f. Prejudice-related incidents
- g. Rewards and sanctions
- h. Representation on school bodies

Some of this analysis revealed no issues: for example, analysis of the use of sanctions (such as yellow cards, given for poor behaviour at lunchtimes) shows that no groups are overly represented; few prejudice-related incidents are reported and recorded; no families applying for school places have been turned away on the basis of any criteria other than those included in the Admissions Policy. As such, the objectives generated do not cover all areas and concentrate only on those where differences have been identified.

b. Attainment

**Equality objective 1: Ensure provision secures the highest possible outcomes for all children, regardless of their gender**

<b>Why?</b>	Ongoing self-evaluation shows a pattern of attainment where, typically, boys attain less well than girls in the core subjects of Reading, Writing and Maths. This is similar to the pattern nationally, but means there are differences in attainment by gender. In addition, more boys than girls have additional needs around Social, Emotional and Mental Health difficulties.
<b>How?</b>	Ensure School Development Plan continues to include appropriate strategies to address any differences in outcomes – in terms of both attainment and Personal Development - by gender; Evaluate strategies used to tackle this on an ongoing basis; Ensure provision is tailored to meet the needs of both boys and girls; Continue to seek and implement best practice locally and nationally.
<b>Outcome</b>	Attainment, progress and other outcomes data shows no significant, ongoing differences between boys and girls.

d. Engagement in school activities

**Equality objective 2: To gain a fuller understanding of cultural or linguistic barriers to engagement in school activities**

<b>Why?</b>	Given the composition of staff in school, we are mindful that we cannot understand what barriers people might face to engaging more fully with school.
<b>How?</b>	Ensure information requested on induction captures any difficulties that families could potentially face during their time in school; Ensure staff share information about ongoing barriers to engagement which families may face to allow solutions to be sought.
<b>Outcome</b>	Any barriers are highlighted, shared and plans are made to address these.

Our data did not identify any areas of concern in relation to religion and belief or to age. We will, however, continue to develop our existing work around these areas:

- As a church school, we will continue to deliver a creative, motivating and well-planned RE curriculum. This includes whole-school worship linked to a range of world religions and visits to different places of worship as part of our curriculum activities;
- We will also continue to foster inter-generational links through events such as ‘bring a grandparent to school’ day and through our links with local care homes. These provide opportunities for both groups to spend time together, developing mutual tolerance and respect.

We will ensure these identified objectives are the most appropriate for our school community based on ongoing and detailed data analysis. These equality objectives will form part of our short- and medium-term School Development Plans and, as such, will be monitored on the same cycles as these plans.

### 3iii. Equalities Objectives – staff

We recognise our duties under the Equality Act in respect of the staff we employ. As such, we have set the following additional objective:

#### **Equality objective 3: Maintain a professional, well-skilled and motivated workforce**

<b>Why?</b>	To ensure all staff feel valued and able to realize their full potential;
<b>How?</b>	Ensure all staff have equal opportunities to access a range of development activities, including internal and external CPD (see Staff Development Policy).
<b>Outcome</b>	A professional, well-skilled workforce that feels valued and treated equally when accessing training and development opportunities.

