



Kirtlington
C.E. School

Equality Policy & Plan

'We love our neighbour just as Jesus Christ loves us'

Our vision:

Our school is a safe place where all children, adults and the wider community are valued and embrace the difference in one another. Children become successful, resilient learners, who, through an emphasis on well-being and spirituality, reach their full potential, guided by the example of the Good Samaritan (Luke 10.25 ff). They become courageous advocates in society, using kindness and forgiveness to do the right thing with understanding, tolerance and love.

Approved by: Governing Body
Date: 15th February 2022
Headteacher: Joy Baker
Chair of Governors: Kevin Allison
Next Review Due: February 2025

Equality Statement

Legal Duties

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

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

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

- age (for employees),
- 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 undertake some specific actions to demonstrate how we meet the requirements. 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

The school recognises it has to make special efforts to ensure that all groups thrive. We currently track pupil progress and attainment data of whole year groups as well as defined groups including boys and girls, pupils in receipt of pupil premium funding, pupils with English as an additional language, pupils with disabilities or special educational needs and pupils identified as more-able through statutory assessments at the end of KS1. We recognise that there are other groups such as children who are Children We Care For or from Service families and review our pupil roll regularly.

Our objectives will detail how we will ensure equality is applied to the services listed above - where we find evidence 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

Pupil Information (January 2021)

Total - 70 pupils on roll	39 Boys	31 girls
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Ethnic and Linguistic Background

Any other Mixed Background	1
Any other White Background	1
White British	65
Other ethnic group	0
White & Asian	2
White & Black Caribbean	0
Black African	0
Other Black	0
Black European	0
White & Black African	1
Gypsy Roma	0

Religion and belief

Christian*	25	Hindu	0
		Muslim	0
No religion	18	Other religion	2
Not specified	25	Refused	0

*We recognise that within the Christian group there is further diversity.

Disability and Special Educational Needs

No identified DSEN		
Identified DSEN	6	
Education Health Care Plan	1	

Pupil mobility:

Since September 2021, 4 pupils have joined the school in the course of the year, other than at the beginning of Reception. 3 pupils left the school since September 21, with 1 moving to a special education unit, 1 moving to home schooling and 1 moving to the independent sector.

There are no known significant gaps between different groups, although attendance of children in receipt of pupil premium has traditionally been slightly lower than all other pupils. This is a group where attendance rates are closely analysed. There have been no permanent exclusions from the school.

Information on other groups of children:

Children We Care For – 3

Service Children – 0

Children entitled to pupil premium funding – 11 (3 PP+)

The school has identified the following considerations that may be barriers to effective learning and successful working at the school:

- Low self-esteem leading to low expectations & poor attendance
- Low parental support/engagement or different parental expectations
- Progress of children with Special Educational Needs

At Kirtlington C.E Primary School, as part of our vision we want children to become successful, resilient learners, who, through an emphasis on well-being and spirituality, reach their full potential. They become courageous advocates in society, using kindness and forgiveness to do the right thing with understanding, tolerance and love.

As a Christian School Community, we believe that the ethos of our school should be built on a foundation of core Christian Values. We have five core values which reflect our school ethos and vision. These are: **love, respect perseverance, hope and service.**

Addressing Prejudice Related Incidents

The 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 governors and Local Authority.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> • 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 equality objectives.
Headteacher	<p>As above including:</p> <ul style="list-style-type: none"> • Promoting key messages to staff, parents and pupils about equality, what is expected of them and can be expected from the school in carrying out its daily duties. • Ensuring that the 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 Leadership Team	<p>To support the Headteacher as above:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Support the school and the governing body in delivering a fair and equitable service to all stakeholders. • Uphold the commitment made by the Headteacher 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	<ul style="list-style-type: none"> • Take an active part in identifying barriers for the school community and in informing the school of actions that can be taken to eradicate these

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 Equality Policy and our published equality information and equality objectives by publishing them on the school website

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.

Kirtlington CE Primary School Equality Objectives 2022 – 2025

The Local Governing Body have agreed the following Equality Objectives:

Equality Objective	Success Criteria	Actions required to achieve the objective	Aims of the Equality Duty	Protected Characteristics
<p>To work together with parents and pupils to increase self-esteem and engagement in learning, across all activities; to ensure equity and fairness in access and engagement to improve outcomes.</p>	<ul style="list-style-type: none"> • Parent consultation meetings will be attended by at least 95% of the parents. • 95% of parents will feel they are informed of the progress their children are making. • 95% of pupils will be positive about their learning. 	<ul style="list-style-type: none"> • Phone calls and follow-up appointments made for parent consultation meetings. • Pupil voice (from a range of children to represent the protected characteristics groups) gathered across a variety of subjects. • Ensure that information sent home is accessible to all families 	<p>Advance equality of opportunity for pupils and parents who share protected characteristics</p>	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender ✓ Religion or belief ✓ Age ✓ Sexual Orientation
<p>To continue to develop effective teacher pedagogy and knowledge to meet the needs of all pupils to improve progress and outcomes for all regardless of ability or group.</p>	<ul style="list-style-type: none"> • Improved quality first teaching for all children. • Vulnerable groups identified at termly Pupil Progress Meetings and a support plan in place for these children, • Staff training relating to application of skills and needs • Increased progress of children at risk of under achievement • Individual or group plans that focus on learning priorities 	<ul style="list-style-type: none"> • Termly monitoring of data by SLT • Observations and support to focus on teaching strategies and effective deployment of TAs. • Monitor and look for patterns or trends in the data where additional support is needed. • Staff training relating to meeting the needs of individuals • Preparation of individual plans 	<p>Advance equality of opportunity for pupils and parents who share protected characteristics</p>	<ul style="list-style-type: none"> ✓ Race ✓ Disability ✓ Gender

	<ul style="list-style-type: none"> • Basic skills support in place where appropriate 	<ul style="list-style-type: none"> • Extra provision/tuition where appropriate • Transition arrangements in place to support • Language/Pre teaching vocabulary sessions where needed 		
To present all groups of people in a positive way to eliminate discriminatory actions including name calling, negative comments and attitudes.	<ul style="list-style-type: none"> • Creative curriculum is multicultural and reflects the global community • No incidents of name calling or negative attitudes via pupil surveys • Resources are updated and reflect a diverse community 	<ul style="list-style-type: none"> • Provide a range of curricular experiences • Ensure that resources include positive images of a diverse community • Develop greater links with sponsor child through World Vision • School ethos and vision is reviewed and positively impact on this objective. • Access Statement & Plan in place 	Advance equality of opportunity for pupils and parents who share protected characteristics	<ul style="list-style-type: none"> ✓ Disability ✓ Race ✓ Sex ✓ Religion and belief ✓ Sexual orientation