



# Equality information and objectives

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**Updated on: 4/10/2016**

# Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

## At Inkpen Primary School:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
  - Their age
  - A disability
  - Their ethnicity, colour or national origin
  - Their gender
  - Their gender identity (they have reassigned or plan to reassign their gender)
  - Their marital or civil partnership status
  - Their being pregnant or having recently had a baby
  - Their religion or belief
  - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

*For more information please contact:*

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# **Part 1: Information about the pupil population**

Number of pupils on roll at the school: **76**

## **Information on pupils by protected characteristics**

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

### **Disability**

#### **Disability**

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Number of pupils with disabilities: **0**

### **Ethnicity**

	Boys	Girls	Total
White British	38	31	69
Whit/Black Caribbean	1	1	2
Other Mixed Background	0	3	3
White Western Europe	1	0	1
White & Asian	1	0	1
Total	41	35	76

### **Religion and belief**

Christian	28	No religion	23
Muslim	1	Other religion	3
Refused	19	Unknown	2

### **Pregnancy and maternity**

	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

## **Sensitive information on some pupils with protected characteristics**

Some information in relationship to protected characteristics we regard as sensitive. This includes any of the sub-headings below which may apply to pupils, staff, governors, parents or visiting West Berkshire Council employees :

*Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.*

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

### **Gender Reassignment**

We are aware from research and engagement that:

This is no evidence of any individual who has undergone gender reassignment at this time.

### **Sexual orientation**

We are aware from research and engagement that:

This applies to a very small number of individuals at this time.

## Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

### Pupils from low income households

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	1	0	1	1.3%
Number of pupils on roll who have been eligible for free school meals in the last six years ( <i>Pupil Premium applies to this group from September 2012</i> )	3	4	7	9.21%

### Pupil with Special Educational Needs and Disabilities(SEND)

	Number of pupils	Percentage (%) of school population
No Special Education Need	63	82.9%
Special Educational Needs Support	12	15.8%
Education Health and Care Plan	1	1.3%

### Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	1	0	1	1.3%
Number of pupils who are at an early stage of English language acquisition	0	0	0	0%

### **Looked after children**

We currently have no looked after children.

### **Young carers**

We currently have no young carers.

### **Other vulnerable groups**

These include:

- Pupils with a disability
- Pupils with a special educational need
- Pupils who receive or have recently received free school meals
- Pupils from an ethnic origin other than white British.

## Part 2: Our main equality challenges

*(Optional - there is no requirement to publish your analysis.)*

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges, and details are provided in Part 3 below. For some of these challenges we have also set and published **equality objectives**. See Part 6 of this document.

The challenge at Inkpen Primary School is to promote equality which reflects national and global issues. The population in Inkpen and its surrounding area is predominantly white with Christianity or no specific religion having the highest percentages.

As a school, we need to ensure that the curriculum, enrichment opportunities and assemblies provide children with the opportunities to learn about and explore a world which is outside their current daily experience. We must also ensure that they understand diversity in all its human forms and prepare them for adulthood in the wider world.

## **Part 3: How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

Inkpen Primary School seeks to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the 2010 Equalities Act. We also aim to promote understanding and tolerance of others, especially where lifestyles, social backgrounds, ethnicity, belief systems and choices differ from the everyday experience of the school community. We try to achieve this through:

- A broad and balanced curriculum where children gain an understanding of life outside their day-to-day experience and which provides a forum to discuss wider equality issues
- Additional whole-school curriculum topics which address wider global diversity or disability
- Record-keeping linked to protected characteristics through the Incident File and Log-An-Incident
- Related policies, such as anti-bullying, behaviour, safeguarding, whistle blowing etc.
- Accessibility plan for the disabled
- Admission arrangements (standard admissions policy through the Local Authority)
- Monitoring exclusions if the need arises
- Recording and tackling incidents of harassment
- Relevant staff and governor training or meetings e.g. safeguarding, SEND report to Governors
- Complaints procedure
- Non-discriminatory employment practice
- Staff, governor, parent and pupil codes of conduct



## **How Inkpen Primary School promotes equality for all and tackles discrimination:**

*As a school we aim to promote equality for all and tackle discrimination in the following areas:*

- *Disability*
- *Ethnicity and race (including EAL - should the need arise)*
- *Religion and belief*
- *Gender*
- *Age*
- *Sexual orientation*
- *Gender reassignment (should the need arise)*
- *Pregnancy and maternity*
- *Marriage and civil partnership*

### **Summary information:**

At Inkpen Primary School we try to ensure that the needs of all pupils are met. Specifically this means that any pupils with special educational needs (SEND) or hearing or visual impairments have full and equal access to all activities during the school day and across the school year.

In practical terms this will mean that staff will always ensure that additional equipment to support these children is used at all times and that additional needs, such as positioning a child appropriately to minimise glare from boards or close enough to the adult leading the learning so that they can hear adequately, is taken into consideration when planning and delivering learning.

The school will also monitor progress of all pupils each term and across the school year. We pay due regard to pupils with SEND to ensure on-going good progress and will provide any additional support or interventions should they be required.

The school promotes equality at all times but does not actively discuss some issues e.g. sexuality, gender reassignment, pregnancy and maternity or marriage and civil partnerships until children are at an age to understand and appropriately discuss these e.g. Sex and Relationship studies in Years 5 and 6. This does not mean that we would opt out of answering questions, allowing discussions or ignore inappropriate comments, bullying or discrimination if they arose. We would professionally judge what level of understanding children at different ages are capable of and respond accordingly; seeking advice or permission from parents if necessary.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

### **Advance equality of opportunity by:**

The school will promote a partnership with pupils, parents and supporting agencies/professionals to ensure that children with SEND, disabilities or other characteristics e.g. ethnic minority, are not placed at a disadvantage at any time when they are at school.

All pupils will have access to all school activities; curricular and extra-curricular, at age-appropriate levels. There will be no discrimination on the grounds of gender but age will be considered when undertaking some activities e.g. *sports*. Children will not be discriminated against on financial grounds for any school activity. Where a cost may be considerable e.g. *Y6 Residential Visit*, the school would encourage a contribution from the family for part of the cost if appropriate. The remainder of the cost would be met by the school, either from the existing funds or by seeking support elsewhere.

**Foster good relations and community cohesion by:**

Inkpen Primary School fosters good relationships and community cohesion through the curriculum e.g. learning about and promoting discussion and understanding of: religious beliefs, cultural and social diversity, disabilities, equality and fairness.

In addition we aim to develop a wider understanding of being responsible and fair-minded individuals where we respect differences and promote a moral code of tolerance, equality and interest in others.

**What has been the impact of our activities? What do we plan to do next?**

Recent improvements to the Locally Agreed Syllabus for RE has enabled us to develop a more questioning culture in school and provided more opportunities for discussion and research.

In addition, recent whole school initiatives have taken place, supporting fund raising after the earthquake in Nepal, Water Aid and WWF, all initiated by the children. This has helped to foster an understanding of the wider world, its peoples and cultures and the challenges faced by different groups of people at home and abroad. Learning about organisations such as The Food Bank have helped to widen the children's understanding of challenges faced closer to home as well.

This is also supported through assemblies where we often share news of national and global events in order to promote wider understanding of issues and discuss reactions, support or aid and potential solutions. These events are often followed up with social stories, initiatives lead by the children e.g. *Red Kite cake sale in aid of cancer research* or a sharing of additional information which the children have endeavoured to find out from other sources, independent research or from wider discussions at home.





## **Part 6: Our equality objectives**

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### **Equality objective 1:**

To survey staff, parents and pupils to gain their views on how well we promote equality and tackle discrimination.

#### **Progress we are making on this objective:**

Survey to be conducted  
Jan 2017

### **Equality objective 2:**

To maintain a record of consultation to ensure we can demonstrate we are being proactive but to also address any gaps which are identified as a result of this.

#### **Progress we are making on this objective:**

### **Equality objective 3:**

To keep a record of major decisions to policies or to change practices or provision detailing how we have given due to consideration to the Equalities Act and not disadvantaged anyone.

#### **Progress we are making on this objective:**