



The Federation of Fryern Infant and Fryern Junior Schools

Equalities Policy

Introduction

As rights respecting schools we believe that all children have the right to the United Nations Convention of the Rights of the Child. The Convention applies to everyone, whatever their race, religion or ability (Article 2). Children who have any kind of disability should have special care and support (Article 23).

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.

For staff and prospective staff, this policy should be read 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 also recognise that we have a 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

Information about Fryern Infant school:

The number on roll is below average.

The number of pupils known to be eligible for free school meals, supported under pupil premium funding is well below average.

The proportion of pupils with EHC plan is well below average.

The school has 9 out of 17 possible ethnic groups. The majority of pupils come from a White British background (85%). The percentage of EAL pupils is close to average.

Information about Fryern Junior school:

The number on roll is above average.

The number of pupils known to be eligible for free school meals, supported under pupil premium funding is close to average.

The proportion of pupils at with SEN support is above average. The percentage of pupils with an EHC plan is above average.

The proportion of pupils at with EAL is close to average.

The school has 9 out of 17 possible ethnic groups. Pupils come from a predominantly White British background 82%. 5% are Asian or Asian British-Indian.

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 or not English is their first language

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 and that an individual has the protected characteristics of gender reassignment if they are proposing to undergo, or has undergone a process for the purpose of reassigning their sex.
- 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 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 with 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).

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Applications 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 is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in 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

Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our School Equality policy on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available through the school office

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 quality 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.

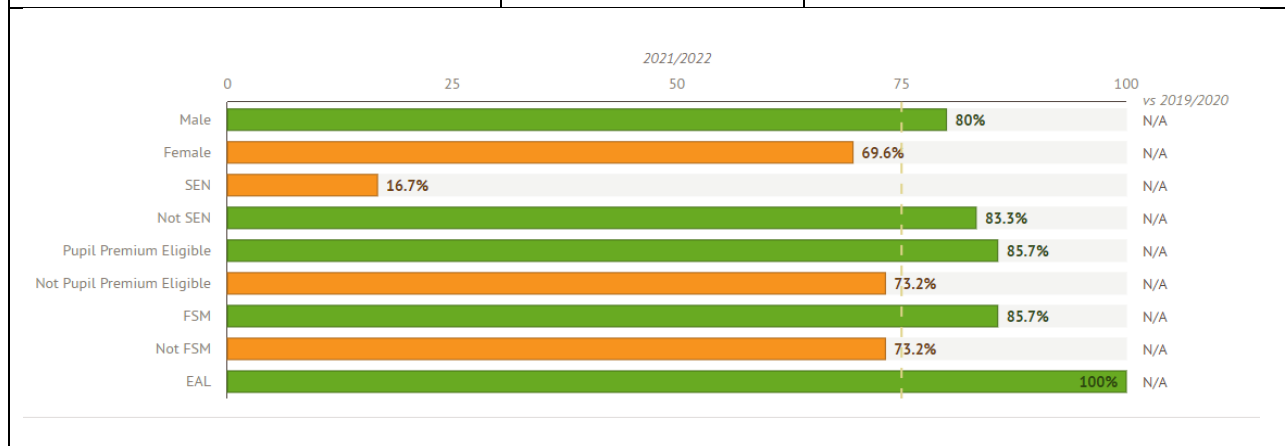
We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief)

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

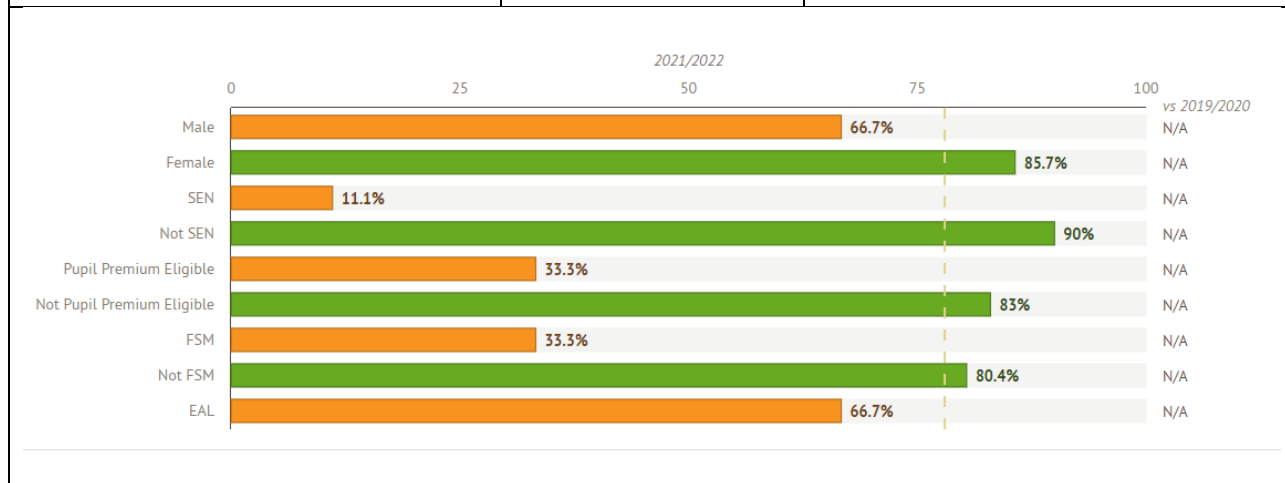
- Input from staff surveys and through staff meetings / INSET;
- Input from parent surveys.
- Feedback from the school council, PSHE lessons, school surveys on children's attitudes.
- Conferencing of vulnerable children and children with identified needs.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Use of the House system to promote community between different year groups in the school
- The school curriculum and collective worship designed to enable children to understand and respect diversity
- RE curriculum which includes learning about a range of faiths and other world views.
- Feedback at Governing body meetings.

<u>EYFS and KS1 data</u>		
	<u>Fryern</u>	<u>National</u>
Good level of development	70.4%	
Year 1 Phonics	75%	National 75% Boys 72% Girls 79%

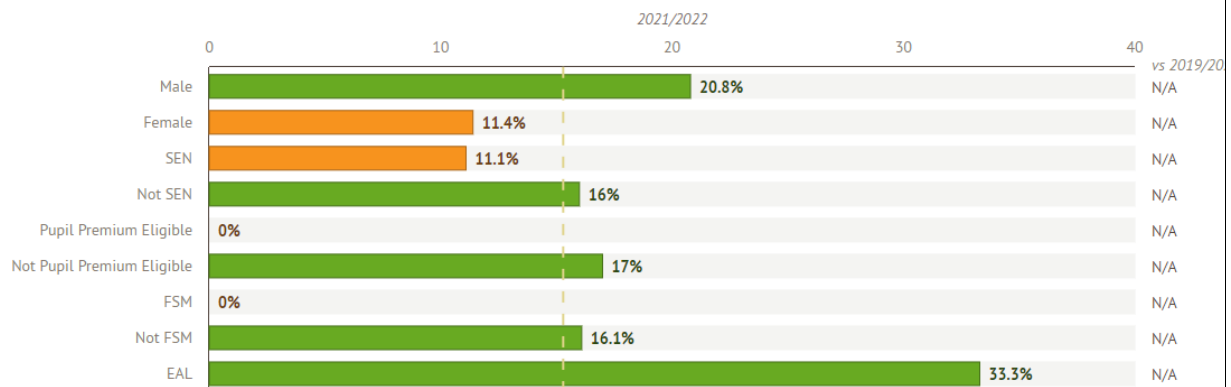
		Disadvantaged 62%
		Sen 38%
		EAL 75%



Reading expected standard	Fryern 78%	National 67%
		Boys 63%
		Girls 71%
		Disadvantaged 51%
		SEN26%
		EAL 64%



Reading greater depth	Fryern 15.3%	N/A
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Writing expected standard

Fryern 67.8%

National 58%

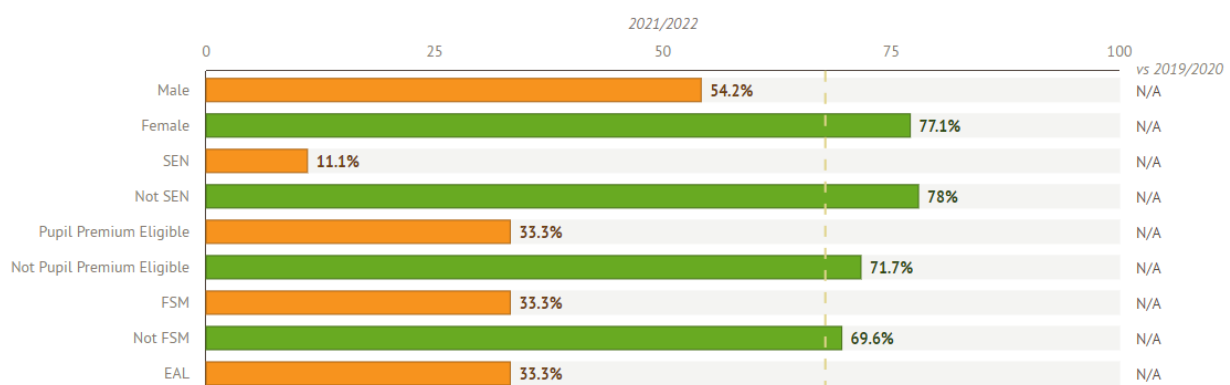
Disadvantaged 41%

Girls 64%

Boys 52%

SEN 17%

EAL 57%

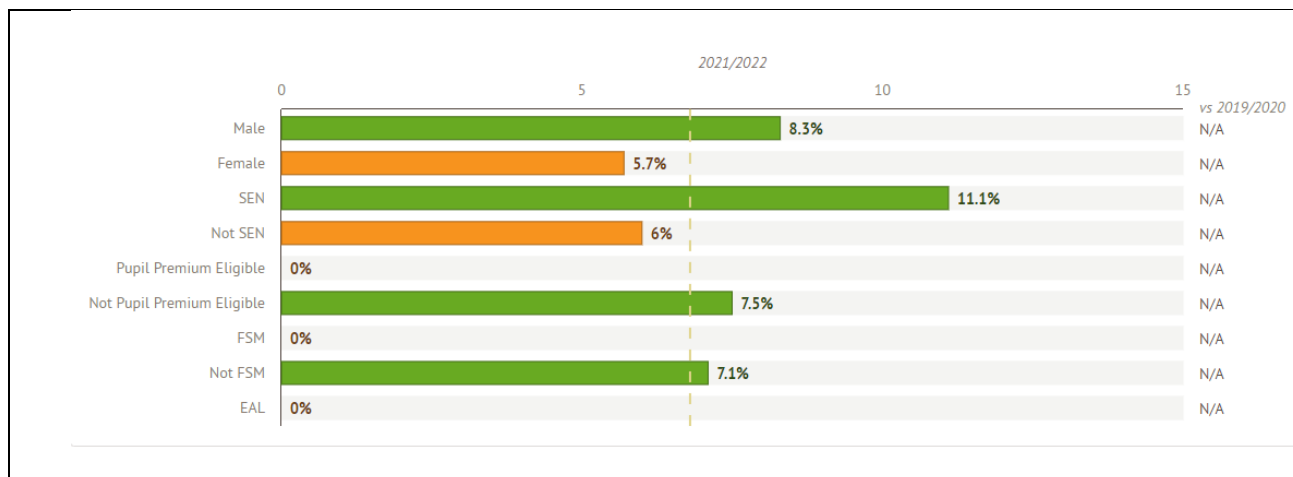


Writing greater depth

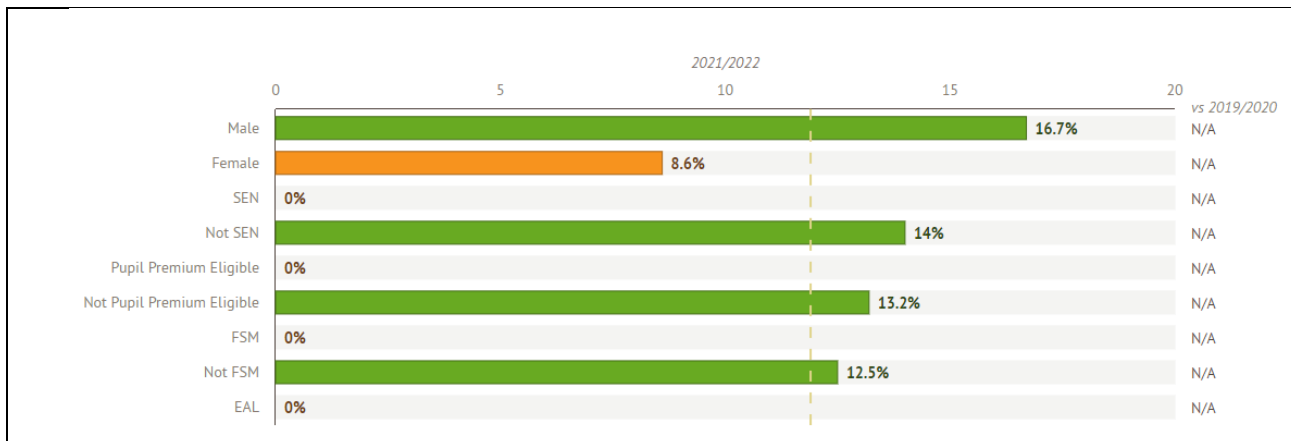
6.8%

N/A

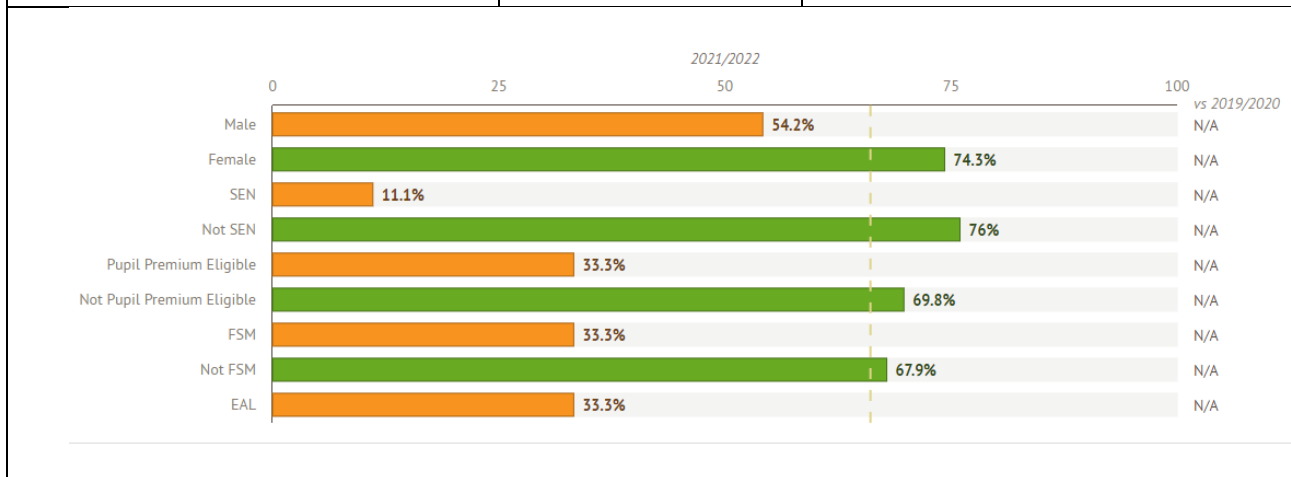
Policy Reviewed November 2022
Review date: November 2026



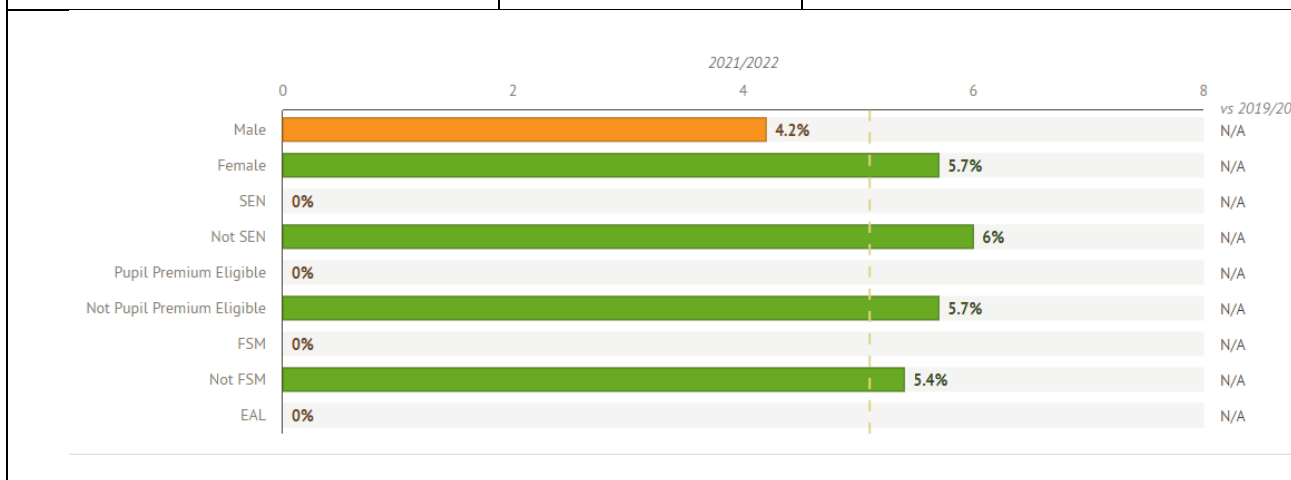
Maths expected standard	Fryern 83.1%	National 68% Disadvantaged 52% Girls 67% Boys 68% SEN 29% EAL 68%																														
<table border="1"> <thead> <tr> <th>Group</th> <th>2021/2022</th> <th>vs 2019/2020</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>75%</td> <td>N/A</td> </tr> <tr> <td>Female</td> <td>88.6%</td> <td>N/A</td> </tr> <tr> <td>SEN</td> <td>33.3%</td> <td>N/A</td> </tr> <tr> <td>Not SEN</td> <td>92%</td> <td>N/A</td> </tr> <tr> <td>Pupil Premium Eligible</td> <td>50%</td> <td>N/A</td> </tr> <tr> <td>Not Pupil Premium Eligible</td> <td>86.8%</td> <td>N/A</td> </tr> <tr> <td>FSM</td> <td>33.3%</td> <td>N/A</td> </tr> <tr> <td>Not FSM</td> <td>85.7%</td> <td>N/A</td> </tr> <tr> <td>EAL</td> <td>100%</td> <td>N/A</td> </tr> </tbody> </table>			Group	2021/2022	vs 2019/2020	Male	75%	N/A	Female	88.6%	N/A	SEN	33.3%	N/A	Not SEN	92%	N/A	Pupil Premium Eligible	50%	N/A	Not Pupil Premium Eligible	86.8%	N/A	FSM	33.3%	N/A	Not FSM	85.7%	N/A	EAL	100%	N/A
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EAL	100%	N/A																														
Maths greater depth	Fryern 11.9%	N/A																														



Combined reading, writing and maths	Fryern 66.1%	N/A
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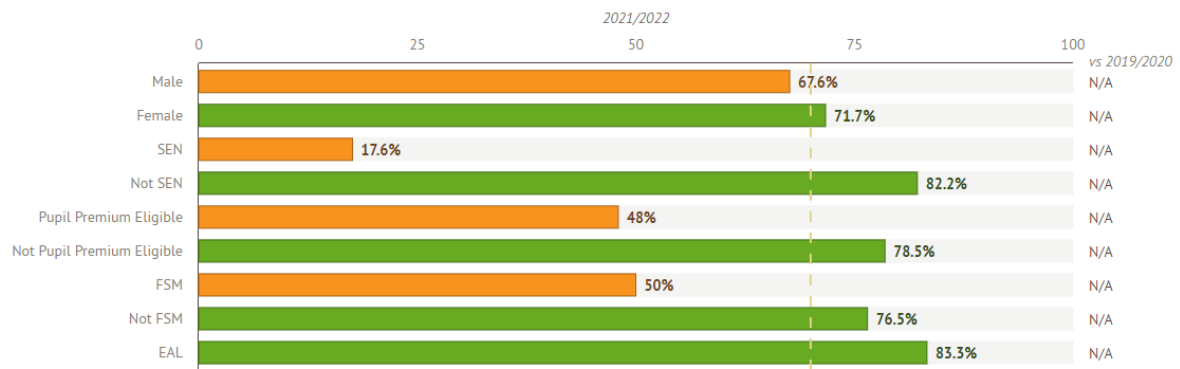


Combined reading, writing and maths GD	Fryern 5.1%	N/A
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KS2 data

	<u>Fryern</u>	<u>National</u>																														
Reading expected standard	Fryern 76.7% Graph below	National 74% Boys 69% Girls 80% Disadvantaged 62% SEN 37% EAL 73%																														
<p>2021/2022</p> <table border="1"> <thead> <tr> <th>Category</th> <th>2021/2022 (%)</th> <th>vs 2019/2020</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>78.4%</td> <td>N/A</td> </tr> <tr> <td>Female</td> <td>75.5%</td> <td>N/A</td> </tr> <tr> <td>SEN</td> <td>35.3%</td> <td>N/A</td> </tr> <tr> <td>Not SEN</td> <td>86.3%</td> <td>N/A</td> </tr> <tr> <td>Pupil Premium Eligible</td> <td>48%</td> <td>N/A</td> </tr> <tr> <td>Not Pupil Premium Eligible</td> <td>87.7%</td> <td>N/A</td> </tr> <tr> <td>FSM</td> <td>50%</td> <td>N/A</td> </tr> <tr> <td>Not FSM</td> <td>85.3%</td> <td>N/A</td> </tr> <tr> <td>EAL</td> <td>83.3%</td> <td>N/A</td> </tr> </tbody> </table>			Category	2021/2022 (%)	vs 2019/2020	Male	78.4%	N/A	Female	75.5%	N/A	SEN	35.3%	N/A	Not SEN	86.3%	N/A	Pupil Premium Eligible	48%	N/A	Not Pupil Premium Eligible	87.7%	N/A	FSM	50%	N/A	Not FSM	85.3%	N/A	EAL	83.3%	N/A
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Writing expected standard	Fryern 70.0% Graph below	National 69% Boys 63% Girls 76% Disadvantaged writing 55% SEN 26% EAL 70%																														



Maths expected standard

Fryern 78.9%
Graph below

National 71%

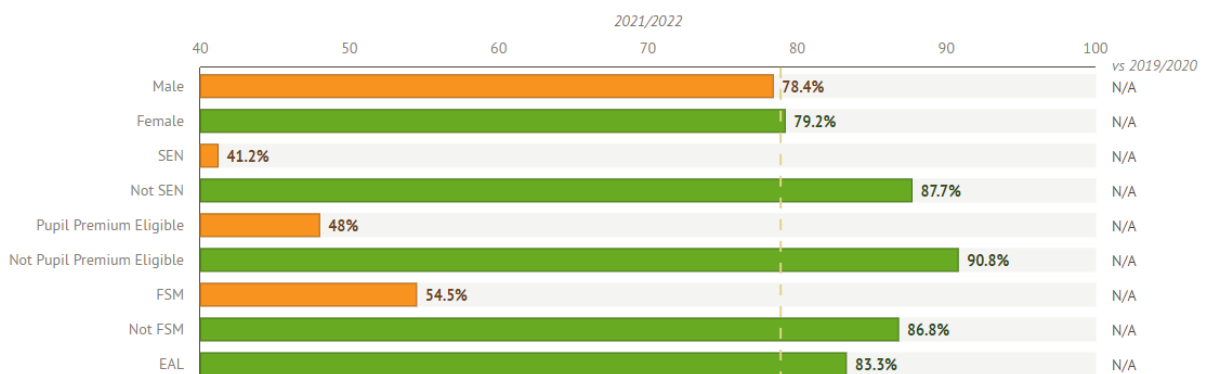
Boys 72%

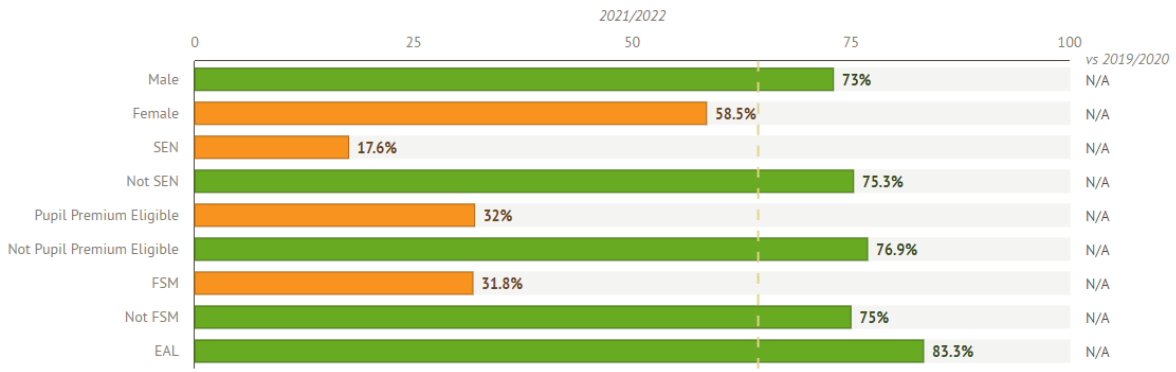
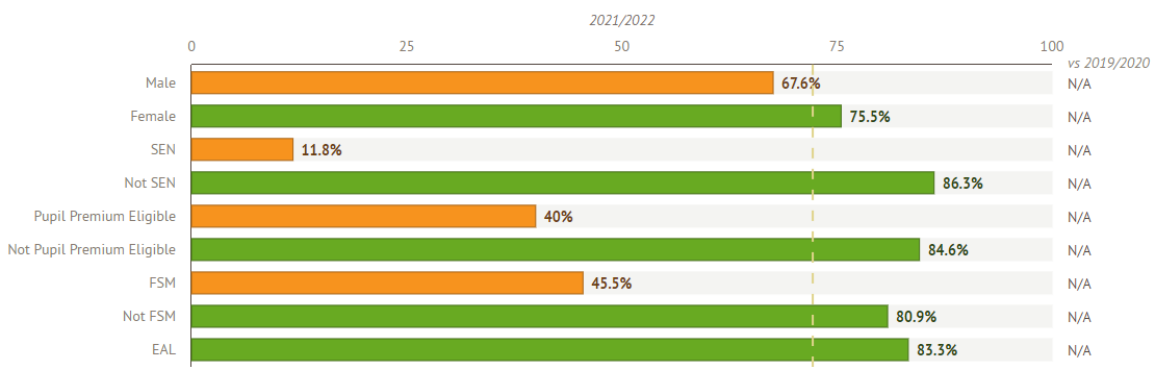
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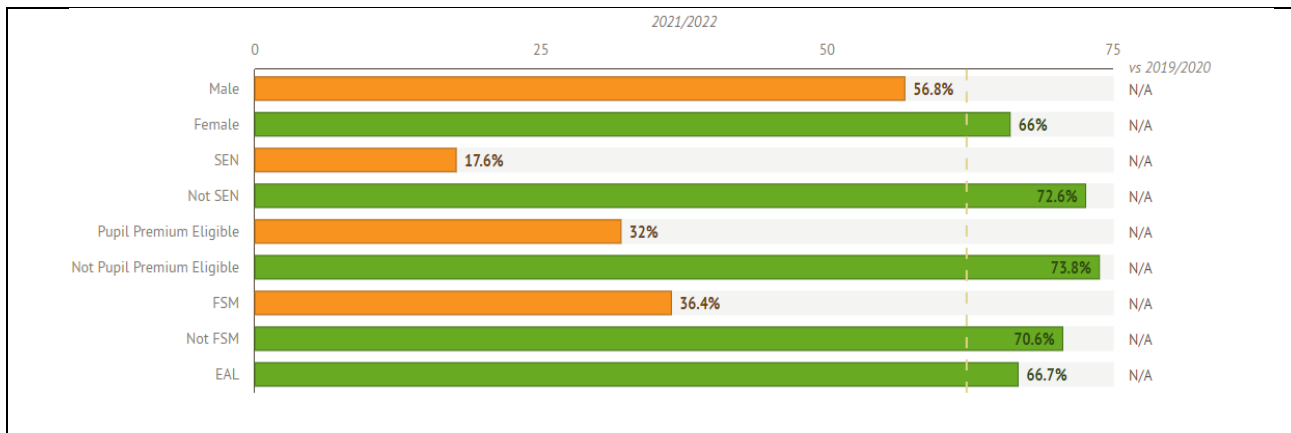
Disadvantaged 56%

SEN 34%

EAL 75%



Grammar, punctuation, and spelling	Fryern 64.4% Graph below																															
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Combined reading, writing and maths	Fryern 62.2% Graph below	National 59% Disadvantaged 43% Boys 54% Girls 63% SEN 18% EAL 60%																														



Staff data

As we have fewer than 150 staff, we are not legally obliged to publish staff information. Because of the small number of staff employed we choose not to publish the significant risk of individuals being identified.

Date of publication of this appendix October 22

Equalities Policy Appendix B

Equalities Objectives

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).

Having referred to and analysed our equality information, we have set ourselves the following objectives for Fryern Infant and Fryern Junior Schools

Objective 1

To monitor and analyse pupil attainment and progress by pupil groups, acting on any trends or patterns in data that require additional support for pupils.

Objective 2

To address factors which can impact on the potential attainment of those eligible for Pupil Premium, including attendance, enhanced learning support and access to a range of experiences.

Objective 3

To ensure that the school promotes diversity through the use of every day resources so that pupils can recognise themselves and their family/community through the images and contexts used across the curriculum (for example books, contexts/images across the curriculum, life figures in history and through assemblies etc).