



Equality Act Information March 2014

The school population and differences of outcome

1. The school collates and analyses data on its composition broken down by year group, ethnicity, gender, social deprivation (free school meals) and by proficiency in English. Some key points regarding the schools composition are stated below:
 - There are proportionally more boys than girls in the school (56%/44%), with one year having a 76/23% boy/girl composition
 - The percentage of children receiving free school meals varies between 4.9% with a maximum of 21.4% in one school year. Overall the percentage is 10% compared to the national average of 26.7%.
 - The school population includes a number of pupils classified as from a 'Minority Ethnic Group', this group equates to approximately 29% of the school.
 - The school has a varying population of pupils whose first language is not English, in some year groups in can be as much as 25% and some others as low as 6.3%. Overall the percentage is 17%.
2. The school collates and analyses data on its composition broken down by special educational need (SEN). The number of pupils with SEN is variable but is at a maximum of 23.8% in one year group.
3. The school has data on inequalities of outcome and participation connected with ethnicity, gender, special educational need and with proficiency in English. The school uses the Raise Online report to analyse its performance each year and detailed information can be found in the minutes of the Curriculum Committee data meeting which took place on the 16/12/2013 and within our Self Evaluation Form (SEF).
4. The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements. These can be seen in the school development plan (SDP) 'Curriculum Development' section and associated action plans. Areas of the SDP are monitored by both staff and governors.

Documentation and record-keeping

5. There are statements of the school's responsibilities under the Equality Act in various school documents. For example, the school has the following equality related policies:
 - Equality and Diversity Policy
 - Equality and Diversity Policy for Staff
 - Harassment and Bullying Policy for Staff

- Flexible Working Policy
- Anti Bullying Policy
- Special Educational Needs Policy

There are also equality references in the following documentation:

- SDP (Curriculum Development, Premises, Personnel sections).
 - SEF also contains a statement on Inclusion and Equality.
 - Our School Values detailed in our School Prospectus
6. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings.
 7. Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, using an Equality Impact Assessment checklist and keeps a record of the analysis and judgements which it makes within the meeting minutes.

Responsibilities

8. A senior member of staff (Ruth French, Head Teacher) has special responsibility for equalities matters.
9. A member of the governing body (Alison Rawlinson) is the named Governor for Racial Incidents/Race Equality/Equal Opportunities (Personnel Committee 30/09/13)

Staffing

10. The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally. Our performance management policy includes a reference to equality legislation.
11. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative. The school has Equality and Diversity Policy for Staff and Recruitment Selection policies with a statement regarding Equality legislation.

Behaviour and safety

12. There are clear procedures for dealing with prejudice-related bullying and incidents. The school has an Anti-Bullying Policy for Pupils and a Harassment and Bullying policy for staff. The number of racial incidences are reported to and monitored by the Personnel Committee. There were no incidences reported at the October meeting.
13. Pupil and Parent Surveys and work carried out by the school council show that most pupils feel safe from all kinds of bullying. In the 2013 survey 76% said they feel safe at school at 15% that they usually felt safe. Similarly 85% of parent agreed with the statement that "I feel my child is safe and well cared for at school" and 15% tended to agree with this statement. The results of these

surveys are considered at the Early Spring full governing body meeting and the discussion recorded in the minutes.

Curriculum

- 14.**This school provides an appropriate, stimulating and creative curriculum for pupils of all backgrounds. We monitor and evaluate its effectiveness through target setting and attainment analysis, and pupil enjoyment.
- 15.**Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.
- 16.**Focused attention is paid to the needs of specific groups of pupils, for example those who are learning English as an additional language, and there is extra or special provision for certain groups, as appropriate. These groups are identified by analysing and tracking pupil progress by staff and monitoring of the process and performance by governors.
- 17.**The school takes part in Anti Bullying Week and the pupils have established a 'happy surgery' to support younger students with conflict and friendship problems.
- 18.**In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.
- 19.**Golden Mornings provide pupils with the opportunity to choose aspects of their curriculum enabling them to follow areas of interest to them or to help them develop new skills.

The school is developing as a Rights Respecting School and provides pupils with opportunities to discuss children's rights in other countries.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

- The school uses the Its Learning Platform, newsletters, letters, briefings and consultations to engage with parents and carers.
- The school has a very active Parent and Teacher Association, which includes representatives from both communities. This has organised large scale community events such as the Hardwick Carnival. This was supported by all groups within the village and some from the surrounding area including the Women's Institute (WI), Scout and Guide Groups, Hardwick Pre-School, Sport Clubs, Gardening Clubs etc
- The school is a member of the Hardwick Community Association, establishing close links with groups in the village.
- The school has a designated contact point on the Parish Council.

- The school uses the community newsletters to engage with the wider community.

The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

- The school has both a school council and an ethics council
- The school has an elected Pupil Governor who reports to the governing body on the progress and work carried out by both school councils. The pupil governor and her team also carry out investigations for monitoring tasks conducted by the governing body.