

Equalities Policy



Ribby with Wrea Endowed CE Primary School

Written 25.01.22 - S.Robson
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Our mission statement

To encourage all children to develop as confident lifelong learners,
to be curious about the world around them and to achieve their full potential
within our safe and caring Christian school family.

Our school ethos is truly inclusive and embraces diversity. This ultimately enhances the pupils learning and experiences.

Aims of Policy

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

School Context

School in Context (2020/21 data)

- **Gender balance (2020/21 figures)**

Total	155
Boys	66
Girls	89

- **Socio-Economic Indicators of the Ward in which the school is located known as Ribby-With-Wrea (2020/21 figures)**

A and A*	69.5%
B	7.95%

C	22.51%
D-E	0

* Five pupils with English Additional Language (EAL)

School Governors

Currently are White British background + 1 White Other

- **Special Educational Needs (2020/21 figures)**

	School	Lancs Average	England Average
SEN support	6%	11.5%	12.6%
EHC plans	4%	1.2%	1.6%
Total % Special Needs	9.9%	12.7%	14.2%

School Governors

- No Governors or staff are known to have a specific disability.

Mobility 20/21	School	Lancashire
Inward Mobility	15.9%	15.9%
Outward Mobility	6.6%	4.6%

Children in Care (2020/21)

None but 5 PCLA (Previously Child Looked After)

- **School Accessibility**

The majority of the school is at one level and is wheelchair accessible. There is a shower and toilet accessible to disabled pupils, staff and visitors. Adjustments are made to class seating to accommodate pupils with any hearing or visual impairments.

Should a child/teacher of Year 4, 5 or 6 need wheelchair access then the classes would be reorganised to accommodate this as currently those year groups are up 3 steps and cloakroom and migration space is too restricted for a wheelchair.

Any adaptations for visual/hearing impaired pupils would be made as assessed to be necessary.

- **Demographic trends in the local area**

Recent housing developments have altered the school demographic.

Legislation and Guidance

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

Roles and Responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Have a responsibility when taking decisions to consider the equality impact, positive or negative, the decision may have.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Paul Boustead . He will:

Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

Report back to the full governing board regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives amongst staff and pupils

Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Eliminating Discrimination

At Ribby with Wrea, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 3 years.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations

As a school we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Publicising our policy

Our policy is available via our school website www.ribby.lancsngfl.ac.uk

Parents will be notified via our school newsletter when the policy is updated.

Equality objectives

- To carry out a whole school equality analysis which is shared with Gops every 4 years (inline with policy review)
- To ensure our curriculum is equitable, diverse and promotes justice for all pupils.

Monitoring arrangements

We will review and update the equality information we publish at least annually to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Body at least every 4 years.

Considering equalities in decision making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We undertake an equality impact analysis to understand the impact on equality that our policy has or may have in the future. We keep a written record to show that we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community.