



## **Worksop Priory C of E Primary Academy**

### **Equality Information and Objectives Statement**

January 2020

**Person responsible:** Headteacher: Phil Abbott

Worksop Priory C of E Primary Academy is part of the SNMAT. As a church school we believe in the dignity and worth of all members of our school and community. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We aim to promote an environment where everyone feels happy, safe and secure.

At Worksop Priory C of E Primary Academy we see all members of the school community as special, unique individuals who are created in God's image, who deserve to be treated with respect without any form of discrimination. We aim to treat children as individuals, appreciate their needs and enable them to be as roundly educated as possible in order to flourish in their everyday life, in a multi-faith and multi-cultural world.

**We aim through this policy and its implementation to:**

- ✓ Ensure equal opportunities for all, regardless of race, faith, gender, academic ability, physical ability or social background
- ✓ Provide and develop an environment free from social, religious, sexual, racial, cultural or physical prejudice
- ✓ Foster an environment of respect for all members of the school community in which different cultural and faith backgrounds enrich the school for all
- ✓ Encourage everyone to be part of the same, unique school identity

#### **Rationale**

Equal opportunity for all underpins the whole life and ethos of our school and is the responsibility of the whole school community. Equal opportunities are reflected throughout the organisation of the school and are actively addressed in both the taught and implicit curriculum, as well as openly demonstrated amongst staff, parents and governors.

All staff, governors, parents/carers and pupils belong to the 'Priory Family' and are encouraged to participate in the life of the school regardless of their race, faith, ethnicity, any disability, their gender, sexuality or socio-economic background. Each group has specific needs that need to be actively planned for, so their contribution to the school can be the fullest that it can.

The Academy recognises and carries out its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act. All these documents aim to eliminate discrimination and to promote positive relations. Systems are regularly reviewed in the light of both locally and nationally guidance.

## **Inclusion**

Worksop Priory C of E Primary Academy is widely regarded for its high quality approach to inclusion. We ensure all pupils can fully access the curriculum and the life of the school and take great pride in the outcomes we achieve through doing this. We recognise and celebrate the diversity that exists within our school community.

### **Our school is committed to equality both as an employer and a service-provider:**

We try to ensure that everyone is treated fairly and with respect. We want to make sure that our school is a safe, secure and stimulating place for everyone. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same. We recognise that every child has individual needs which must be nurtured and supported in order for them to reach their true potential. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and actively foster and monitor good relations with:

- ✓ pupils from certain cultural and ethnic backgrounds
- ✓ pupils from low-income households and pupils eligible for free school meals
- ✓ pupils who are disabled
- ✓ pupils who have special educational needs
- ✓ boys in certain subjects, and girls in certain other subjects.

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.

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

Number of pupils on roll at the Academy as of January 2019

Boys **131**

Girls **114**

|                       |                              |            |
|-----------------------|------------------------------|------------|
| <b>Ethnic Groups:</b> | White British                | <b>178</b> |
|                       | Black African                | <b>0</b>   |
|                       | Black Caribbean              | <b>2</b>   |
|                       | Any other Black background   | <b>0</b>   |
|                       | Any other mixed background   | <b>3</b>   |
|                       | Any other White background   | <b>24</b>  |
|                       | Any other Asian background   | <b>0</b>   |
|                       | Indian                       | <b>3</b>   |
|                       | Any other ethnic group       | <b>2</b>   |
|                       | Information not yet obtained | <b>15</b>  |
|                       | White and Black African      | <b>7</b>   |
|                       | White and Black Caribbean    | <b>6</b>   |
|                       | White and Asian              | <b>2</b>   |

**Religions:** Christian, Sikh, Hindu, No religion, other unspecified religion,

|            |                        |
|------------|------------------------|
| SEND       | <b>42</b> (inc.1 EHCP) |
| Ever 6 FSM | <b>60</b>              |
| LAC        | <b>2</b>               |
| Post LAC   | <b>3</b>               |
| EAL        | <b>38</b>              |

**Languages spoken (other than English):** Hungarian (2), Italian (2), Lithuanian (1), Kurdish (1), Punjabi (1), Polish (24), Romanian (5), Telugu (2)

### **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**

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.'

## **Part 2: 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. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. We deal promptly and effectively with all incidents and complaints of bullying and

harassment. We keep a record of all such incidents and notify those affected of what action we have taken.

Our complaints procedure sets out how we deal with any complaints relating to the school. Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

## **All Learners**

### **How we advance equality of opportunity:**

We ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND). Auxiliary aids and support is provided where needed and reasonable adjustments are made. By planning ahead, we ensure that all pupils are able to take part in extra-curricular activities and school visits

A graduated response is followed to address learning needs. Individual education plans are developed alongside parents/carers and in consultation with external services where appropriate.

### **How we foster good relations and promote community cohesion:**

The school is outstanding at promoting the spiritual, moral, social and cultural development of all pupils. We ensure that the curriculum supports positive images of disabled people. Pupils and visitors are fully included in all aspects of school life - regardless of any disability.

### **What has been the impact of our activities?**

All pupils have appropriate access to the curriculum. Feedback from external agencies is extremely positive. Children with SEND make good or better progress against their personal targets, are a highly valued part of our school community and play full and active part in all elements of school life.

## **Ethnicity and race (including EAL learners)**

### **How we advance equality of opportunity:**

We employ a Polish speaking Teaching Assistant to aid children's acquisition of English, support access to the curriculum and liaise with parents. We use a recommended assessment tool for all EAL learners to identify next steps.

### **How we foster good relations and promote community cohesion:**

The school is outstanding at promoting the spiritual, moral, social and culture development  
We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. We celebrate the acquisition of a second language and also encourage pupils' pride in their ability to use their first language.

Our Polish speaking Teaching Assistant acts as interpreter between home and school for our Polish families.

### **What has been the impact of our activities?**

There have been very few incidents of racism over several years. Strong relationships are established between school and our EAL families.

## **Gender**

### **How we advance equality of opportunity:**

We monitor the attainment and progress of all our pupils by gender every term and take actions to address any negative trends that may materialise.

We ensure that stereotypical gender bias is challenged and ensure that curriculum content and resources reflect this.

### **How we foster good relations and promote community cohesion:**

Engaging positively with fathers and male carers

Making the school community aware of non-stereotypical achievements in the worlds of work, sport, leisure etc. Promoting aspiration that is based on strengths, interests and talents rather than gender.

### **What has been the impact of our activities?**

Pupils see other people, male or female, as equals.

Pupils are regularly working positive male and female role models.

## **Religion and belief**

We are committed to working for equality for people of all religions, or those without. We celebrate and value differences amongst the children.

### **How we advance equality of opportunity:**

The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.

### **How we foster good relations and promote community cohesion:**

The school is outstanding at promoting the spiritual, moral, social and culture development

The curriculum makes robust provision for the teaching of other faiths across the school, including the opportunity for Faith Experience Days.

### **What has been the impact of our activities?**

Pupils understand and respect the authenticity and value of the beliefs of others.

## **Part 3: Consultation and engagement**

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:

- ✓ Teachers and seniors leaders in the school are easily accessible to all pupils and parents
- ✓ High quality information is communicated through regular newsletters and the school website.
- ✓ Important information is shared with parents and the wider community as soon as possible
- ✓ Regular and meaningful consultation takes place within the Academy community
- ✓ The Annual surveys of parent voice are published
- ✓ Parent workshops

#### **Part 4: Our equality objectives**

We are committed to ensuring that our school meets the varied and individual needs of all pupils, that our employment practices are fair and promote equality and that we value and respect the diversity within our school, our community and beyond, so that:

- Pupils meet and exceed their potential, academically and spiritually, in a happy, safe and inclusive environment
- Pupils know their rights and respect the rights of others
- Pupils are prepared to live and engage positively in a diverse world, secure in their own identity and willing to challenge discriminatory behaviour and attitudes.

#### **Part 5: Information about our employees**

If we have more than 150 employees we are required to publish information about them. The school currently has approximately 41 employees and is therefore not required to do so.