



## EQUALITY POLICY AND PLAN

Reviewed May 2021

### Equality Statement

#### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to undertake some specific actions to demonstrate how we meet the requirements. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions. **We will not publish any information that can specifically identify any child**
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

The school recognizes it has to make special efforts to ensure that all groups thrive. We currently track pupil progress and attainment data of whole year groups as well as defined groups including boys and girls, pupils in receipt of pupil premium funding, pupils with English as an additional language, pupils with disabilities or special educational needs and pupils identified as more-able through statutory assessments at the end of KS1. We recognize that there are other groups such as children who are Looked After or from Service families and review our pupil roll regularly.

Our objectives will detail how we will ensure equality is applied to the services list above – where we find evidence other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the

Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 in fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

### Pupil Information (May 2021)

143 Pupils on roll: 62 girls, 81 boys

### Ethnic and Linguistic Background

Any other Mixed Background	6
Any other White Background	3
White British	117
Other ethnic group	1
White& Asian	2
White and Black Caribbean	3
Info not obtained	10
Refused	1

English	140
Arabic	1
Italian	1
Russian	1

### Religion and Belief

Christian*	95
Jewish	0
Hindu	0
Sikh	0
Muslim	0
Buddhist	0
Other religion	1
No religion	30
Not specified	14
Refused	3

\*We recognise that within the Christian group there is further diversity

### Disability and Special Educational Needs

No identified SEND	126	88%
Identified SEND	16	11.2%
Education Health Care Plan	1	0.75

### Pupil Mobility

Since September 2019, seven pupils have joined the school in the course of the year, other than at the beginning of Reception. Two pupils left the school, one moving home and one moving to the independent sector. There are no children known to be refugees on the school roll.

There have been no permanent exclusions from the school since 2015.

### Information on other groups of children

Looked after children - 0  
Service children - 1

## Children entitled to pupil premium funding -

Our school has identified the following issues that may be barriers to effective learning and successful working at school:

- Low levels of resilience leading to low levels of self-esteem and expectation
- Ongoing self-evaluation has a pattern developing where girls attain less well than boys in maths, and boys attain less well than girls in reading and writing by the end of Y6. This is similar to the pattern nationally, but means there are differences in attainment by gender
- Progress of children with special educational needs
- Participation in out of school activities, including field study trips

At The Hendreds, as part of our ethos, we aim to provide stimulating learning that will equip children to live in our diverse and mobile world. We want them to be motivated and inspired to become successful, life-long learners who can apply their learning, make progress and achieve highly. Above all, we want **all** children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens, who make a positive contribution to society. We believe that every child has the potential to do all these things.

The ethos of our school is built on the foundations of core Christian Values, which are reflected in our school vision: Value who we are and who we can become.

### Our Aims

- All children achieve a good depth and breadth of education
- All children develop skills and enthusiasm for lifelong learning
- All children understand their worth and potential through developing emotional resilience
- All children will reflect on and understand their responsibilities within the school, local and global community.

### Addressing prejudice related incidents

Our school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents.

### Responsibilities

We believe that promoting equality is the whole school's responsibility.

#### Governing Body

- Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these
- Monitoring progress towards achieving equality objectives
- Publishing data and equality objectives

#### Headteacher

As above, also

- Promoting key messages to staff, parents and pupils about equality, what is expected of them and can be expected from the school in the carrying out of its daily duties
- Ensuring that the school community receives adequate training to meet the need of delivering equality, including pupil awareness
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

#### Senior Leadership Team

To support the Headteacher as above, also

- Ensure fair treatment and access to services and responsibilities
- Ensure all staff are aware of their responsibility to record and report prejudice related incidents

#### Teaching Staff

- Help in delivering the right outcomes for pupils
- Uphold the commitment made to pupils and parents/carers on how they can expect to be treated.
- Design and deliver an inclusive curriculum
- Ensure awareness of your responsibility to record and report prejudice related incidents

#### Non -Teaching Staff

- Support the school and governing body in delivering a fair and equitable service to all stakeholders

- Uphold the commitment made by the Headteacher on how pupils and parents/carers can expect to be treated
- Support colleagues within the school community
- Ensure awareness of your responsibility to record and report prejudice related incidents

#### **Parents**

- Take an active part in identifying barriers for the school community and informing the school of actions that can be taken to eradicate these
- Take an active role in supporting and challenging our school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all

#### **Pupils**

- Support our school to achieve the commitment made to tackling inequality
- Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can expect to be treated

Our data does not identify any areas of concern in relation to religion and belief or to age. We will, however, continue to develop our existing work around these areas. As a faith school, we will continue to deliver a creative, motivating and well-planned RE curriculum. This includes whole school worship linked to a range of world religions and visits to different places of worship as part of our curriculum activities.

We will ensure identified objectives are the most appropriate for our school community based on ongoing and detailed data analysis. These equality objectives will form part of our School Development Plans.

### The Hendreds School Equality Objectives 2021-2025

Objective	Actions	Outcome	Protected characteristics
Ensure attainment across all subject areas does not differ significantly between genders	<ul style="list-style-type: none"> <li>• Ensure School Development plan continues to include appropriate strategies to address any differences in attainment by gender</li> <li>• Ensure provision meets the needs of both boys and girls</li> </ul>	<p>Attainment and progress date shows no significant ongoing differences between boys and girls</p>	Gender
Ensure our teaching staff take into account the learning need of <b>all</b> our pupils through work schemes and lesson planning in order to improve attainment, thus creating an academic environment accessible to all	<ul style="list-style-type: none"> <li>• Continuous monitoring of attendance and attainment within staff meetings; also within the Curriculum and Parents Sub-committee</li> <li>• SMT identifies INSET needs and plan for any necessary training</li> <li>• Psychotherapy counselling continues for vulnerable children</li> <li>• No child is prevented from undertaking an extra-curricular activity because of cost or lack of adult support</li> </ul>	<p>Quality first teaching in all classes, and increased progress of children at risk of under-achievement</p> <p>Maintenance of good attendance rates</p> <p>All pupils able to access extra-curricular learning opportunities</p>	<p>Race</p> <p>Gender</p> <p>Disability</p> <p>Religion or belief</p> <p>Age</p> <p>Sexual orientation</p>
Ensure all our staff feel valued and able to realise their full potential	<ul style="list-style-type: none"> <li>• Ensure all staff have opportunities to access a range of development opportunities, including internal and external CPD</li> </ul>	<p>A professional, well-skilled workforce who feel valued and treated equally</p>	<p>Race</p> <p>Gender</p> <p>Disability</p> <p>Religion or belief</p> <p>Age</p> <p>Sexual orientation</p>
To use materials which reflect a range of cultural backgrounds with awareness of stereotyping	<ul style="list-style-type: none"> <li>• Ensure provision of teaching opportunities, educational visits and extra-curricular activities that reflect all pupil groupings and those of the wider world.</li> </ul>	<p>Collective worship includes resources to reflect all pupil groupings and the wider world</p> <p>Relevant classroom texts are chosen</p>	<p>Race</p> <p>Gender</p> <p>Disability</p> <p>Religion or belief</p> <p>Age</p> <p>Sexual orientation</p>