

Laughton All Saints' C of E Primary School

SINGLE EQUALITY POLICY

EQUALITY STATEMENT

Legal Duties

In our Church of England school we are tolerant of others and promote respect for the dignity and worth of each individual. We aim to nurture caring and self-regulating citizens.

We help each child to fulfil their potential physically, academically, socially, morally and spiritually, without fear of discrimination.

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 not for service provision),
- 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 do some specific duties to demonstrate how we meet the general duties. 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

Laughton All Saints' C of E Primary School EQUALITY TOOLKIT

- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that 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

Our Ethos/Mission

Our Christian Values

At Laughton All Saints' Church of England Primary School we welcome every child as a special individual loved by God. We celebrate children's awareness of their local, national and global community, supported in their development at home and at school.

In our Church of England school we are tolerant of others and promote respect for the dignity and worth of each individual. We aim to nurture caring and self-regulating citizens.

Vision

- **Teaching and learning is our core pursuit.**
- Children's **progress** across the curriculum is good and **attainment** is high. We help each child to fulfil their potential physically,

academically, socially, morally culturally and spiritually, without fear of discrimination.

- Children **try their best**, have **aspirations** for a fulfilled future and we hope to encourage in them a life long **love of learning**.
- Our creative curriculum is designed to nurture enquiring minds and to support children in becoming articulate, **independent learners** and decision makers. They will be equipped with the emotional resilience and **life skills** they need for the future.
- Children have **self respect** as unique, self-regulating **individuals** and are **responsible** in their attitudes towards others, within their **Christian community** and beyond.

Addressing Prejudice Related Incidents

Laughton All Saints' C of E Primary 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 both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents.

At Laughton All Saints' C of E Primary School incidents are limited. If incidents occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support if we request it. Incidents such as racism are dealt with directly with the perpetrator(s) and victim(s) and their both parties' parents are informed. The school aims to work alongside both perpetrators' and victims' families to identify and eliminate the root cause, with the aim of preventing future issues. Any incident is followed up through school with an assessment of the appropriate whole class teaching and learning. When making these decisions the school will consider which cohorts require intervention, how this links with and builds upon their prior understanding and whether a broader approach is required to address the issue through a key stage or through the school. Teaching of British Values, respect and self regulation are firmly embedded within the ethos of our Anglican school and the teachings of the Christian faith. Teaching of respect for the individual underpins our curriculum and is 'drip fed' constantly through the culture of the school.

When homophobic or other inappropriate language is use din school this is tackled directly at an age appropriate level and gives pupils an opportunity to reflect on the meaning and possible impact of what they have said.

The safeguarding locked cabinet contains any records of racist or homophobic incidents and also any issues related to the Prevent Duty.

In our small community, we consult and involve those who are protected by the equality act in a variety of ways. We reach out and ensure all stakeholders (children, parents, ex pupils, staff, governors and the wider church and local community) feel welcome and supported in within our strong Anglican family, where everybody is a valued individual. We talk, listen to and respond to the thoughts, feelings and needs of individuals and groups to inform policy and respond

Laughton All Saints' C of E Primary School EQUALITY TOOLKIT

appropriately to incidents if need be. Dignity and mutual respect are at the heart of these interactions. Our school council and other enterprise opportunities ensure all pupils, including those who could be vulnerable, have a voice and, where stakeholders would not naturally come forward or have communication difficulties, we are proactive in ensuring their views are sought. We use anonymous and named surveys, coffee mornings and other forums to gather views and our open door policy is used to ensure we are constantly consulting with and responding to the needs of every one in our community. Our curriculum seeks to broaden the minds and experiences of all of our pupils, with the aim that this will do the same for parents, staff and governors too. We acknowledge that all members of the community are potentially protected by the Equality Act and that for some they are protected by multiple factors; for some these factors are not apparent or widely known due to reasons of privacy, which makes the protection of everybody's dignity all the more necessary. Our pupils have a safe space in school to be themselves.

At Laughton All Saints' C of E Primary School we treat Equality means that everyone is treated fairly and with respect. It does not mean everybody is treated the same.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Board	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 publishing equality objectives.
Head teacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all 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 Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that 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 be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing board in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents

Laughton All Saints' C of E Primary School EQUALITY TOOLKIT

School Community	Responsibility
Parents	Take an active part in identifying barriers for the school community and in informing the governing board of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing board of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website www.laughtonallsaints.org and making them accessible in the school policies folder in the school foyer. Information will be disseminated to parents through newsletters and they will receive a copy of the Briefing For Parents and Carers when their child starts school. In addition, the policy will be reviewed by the Full Governing Board annually during the autumn term. The next review will take place during autumn 2019.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing board.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process. Progress towards the objectives will be reported back to governors annually.

For further advice you can contact the Equality and Diversity Officer on 01709 822960 or email zaidah.ahmed@rotherham.gov.uk

Date adopted by the Governing Board: Spring 2018

Date to be reviewed by the Governing Board: Spring 2022

Equality Act 2010 Briefing – For School Governing Boards & Employees

What is the Equality Act 2010?

The Equality Act 2010 is a law which protects people from discrimination. It replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and many others.

Why change?

Having one law on Equality helps people to better understand theirs and other people's rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Public Sector Equality Duty

Previous equality duties involved schools producing separate policies and action plans for race, disability and gender. The new Equality Act introduces a single equality duty for all public sector organisations including schools, this is known as the 'public sector equality duty'.

The public sector duty requires all schools to show how they are meeting the aims of the Equality Act by giving 'due regard' to the need to:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Act
- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it

Specifically to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that is different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low

Protected Characteristics?

The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as 'protected characteristics'. The following is a list of the protected characteristics that must be covered by schools:

- Disability
- Gender Reassignment

Laughton All Saints' C of E Primary School EQUALITY TOOLKIT

- Pregnancy and maternity
- Race
- Religion or belief
- Sex (referred to previously as gender)
- Sexual Orientation
- The protected characteristic of 'Age' applies to schools as employers, but not with regard to the treatment of pupils or prospective pupils.

What does this mean for school governing bodies?

The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

The Act makes it unlawful to discriminate against an individual accessing education provision. A school must not discriminate against a pupil with regards to:

- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions

It is also unlawful for a school to harass or victimise a pupil.

What do schools have to do?

Schools and other public sector organisations have two sets of specific duties which they must achieve to show that they are meeting their duty, they must:

- publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty (as detailed earlier on page 1 above)
- prepare and publish specific and measurable objectives which they will pursue over the coming years to achieve the three aims

School governing boards should work closely with the whole school community to:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics listed earlier;
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years;
- Develop a 'Single Equality' Policy, detailing all protected characteristics, and making clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

Discrimination and Indirect Discrimination

Direct Discrimination occurs when a person treats another person differently than they treat or would treat another person because of a 'protected characteristic'.

Discrimination arising from disability can happen if a person is treated unfairly because of something that results from, or is connected with their disability.

Example: A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre which is showing a play that she is currently studying in English. This is because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a nearby city which is accessible but the school does not look into this option. This is likely to be discrimination arising from a disability.

Unlike all other protected characteristics, treating a disabled person more favourably than a non-disabled person, because of their disability, is allowed under the act.

Example: A school provides extra lessons to a disabled pupil who has missed lessons because of attendance at medical appointments relating to their disability.

Further Examples of Direct discrimination

Example 1: A teacher at a school lets children know that there will be football trials for the school football team. The teacher states that the trials will only be open to male pupils. A female pupil wishes to take part in the trials but is told that she cannot. This is the only football team in the school.

The teachers' actions mean that the female pupil has been treated less favourably because of the protected characteristic 'sex' and as a result this is unlawful direct discrimination.

Example 2: A pupil is unsuccessful in gaining a place at a Catholic primary school because his parents are a gay couple. This is direct 'sexual orientation' discrimination by association because of the boy's association with his parents.

Indirect Discrimination

Indirect discrimination can occur when a school applies what is felt to be a general policy or practice which puts pupils sharing a protected characteristic at a particular disadvantage.

Example of Indirect Discrimination: A school instigates a policy that no jewellery should be worn. A young woman of the Sikh religion is asked to remove her Kara bangle in line with this policy, although the young woman explains that she is required by her religion to wear the bangle. This could be unlawful indirect discrimination on the grounds of religion and belief.

Further information on the Equality Act: <http://homeoffice.gov.uk/equalities/equality-act/>
<http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/gttl/equal-opportunities-and-governors>

A copy of this briefing will form part of governor and staff induction.

Equality Act 2010 Briefing – For Parents & Carers

What is the Equality Act 2010?

The Equality Act 2010 is a law which protects people from discrimination. It replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and many others.

Why change?

Having one law on Equality helps people to better understand theirs and other people's rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chance

Direct Discrimination occurs when a person treats another person differently than they treat or would treat another person because of a 'protected characteristic'.

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Example: A pupil with cerebral palsy who is a wheelchair user is told she will be unable to attend a school trip to a local theatre which is showing a play that she is currently studying in English. This is because the building is not wheelchair accessible. The pupil and her parents are aware that the play is also on at a theatre in a nearby city which is accessible but the school does not look into this option. This is likely to be discrimination arising from a disability.

Unlike all other protected characteristics, treating a disabled person more favourably than a non-disabled person, because of their disability, is allowed under the act.

¹**Example:** A school provides extra lessons to a disabled pupil who has missed lessons because of attendance at medical appointments relating to their disability.

Further Examples of Direct discrimination

Example 1: A teacher at a school lets children know that there will be football trials for the school football team. The teacher states that the trials will only be open to male pupils. A female pupil wishes to take part in the trials but is told that she cannot. This is the only football team in the school.

¹All Examples are taken and in some cases have been amended, from the Draft Code of Practice: Schools in England & Wales Consultation January 2011

Laughton All Saints' C of E Primary School EQUALITY TOOLKIT

The teachers' actions mean that the female pupil has been treated less favourably because of the protected characteristic 'sex', and as a result this is unlawful direct discrimination.

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Protected Characteristics?

The Equality Act protects the same groups of people that were covered by previous equality legislation, but these groups are now referred to as 'protected characteristics.' The following is a list of the protected characteristics covered by schools:

- Disability
- Gender Reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

What does this mean for schools?

The Act covers all aspects of school life which are to do with how a school treats its pupils and prospective pupils, and their parents and carers; how it treats its employees; and how it treats members of the local community.

A school must not discriminate against a pupil with regard to:

- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions

It is also unlawful for a school to harass or victimise a pupil.

What do schools have to do?

All schools, across all 'protected characteristics,' have to give due regard to the need to:

- Eliminate Unlawful Discrimination
- Advance Equality of Opportunity
- Foster Good Relations

Schools will have to demonstrate that they are doing this across all areas. This should include working with parents, carers, pupils and staff to understand issues/barriers in school, and how to

Laughton All Saints' C of E Primary School EQUALITY TOOLKIT

resolve them. Rotherham Local Authority provides guidance for schools to support and assist them in meeting their Equality Duties.

How can parents and carers raise issues or concerns?

If a parent or carer feels that their child is being treated unfairly then they must follow the schools complaints process in the first instance. This can be requested in school and it can be found on the school website at <http://www.laughtonallsaintscofe.abcportals.com/>

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on <http://www.rotherham.gov.uk>

Equality & Human Rights Commission: www.equalityhumanrights.com or Department of Education: www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity

A copy of this briefing will be given to new parents and carers in school.

Briefing for School Councils & Pupils

What is the Equality Act 2010?

The Equality Act 2010 is a new law which protects people from discrimination. We used to have many different laws on equality, which often confused people, but we now have one. Having one law on equality helps people to better understand theirs and other people's rights, and how they should expect to be treated.

Equality: does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

Public Sector Equality Duty

All public sector organisations have a duty under the equality act called 'the public sector duty'.

Public Sector Organisations: These are organisations which provide a service to the public and include: local councils, schools and colleges, police, fire and rescue, hospitals and many more.

The public sector duty will require all schools to show how they are meeting the aims of the Equality Act which are to:

- Eliminate Unlawful Discrimination (**stop people being treated unfairly**)
- Advance Equality of Opportunity(**help to make society a fairer place for everyone**)
- Foster Good Relations (**learn about, share and celebrate other people's differences**)

All schools will be expected to show how they engage with different groups of people, in particular people from the following groups who are known in law as those with 'protected characteristics':

- **Disability**(A person who has a physical or mental impairment which affects their ability to carry out normal day-to-day activities.)
- **Gender Reassignment** (The process of changing from one gender to another)
- **Pregnancy and maternity** (Being pregnant or expecting a baby; maternity refers to the period after the birth)
- **Race** (a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins)
- **Religion or belief** (Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism))
- **Sex** (male or female)
- **Sexual Orientation**(Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes)

Protected Characteristics: People from the groups listed above are known to experience discrimination more often than other people in society. We now use the words 'protected characteristics' to make it clear that people from these groups are protected in law from being treated unfairly.

As a school council you can take an active part in supporting the school in meeting their public sector duty and ensuring that your school benefits all pupils and the school community fairly and equally.

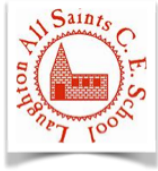
Equality Act 2010 Checklist

Over the page are a set of questions which will help you to check how well your school is doing at present in meeting their equality duties.

Should you require any further help, or would like to talk to someone further about the information contained within this briefing or the questions then please feel free to contact:

Zaidah Ahmed from Rotherham Local Authority can contact for support and guidance.

zaidah.ahmed@rotherham.gov.uk



Laughton All Saints' C of E Primary School



EQUALITY TOOLKIT FOR SCHOOLS

QUESTIONS TO ASK YOUR SCHOOL:

Q1. DO YOU KNOW ABOUT THE EQUALITY ACT 2010, AND THE PUBLIC SECTOR DUTY? YES

YES? Move onto question 2 below

Q2. DO ALL SCHOOL STAFF COMMUNITY (TEACHING AND NON TEACHING, PUPILS ETC...) UNDERSTAND THEIR RESPONSIBILITIES UNDER THE EQUALITY ACT?

YES? Great, now ask how the school have done this?

TO DO

NO? Ask the governing board or head teacher to:

- * visit the home office website for further information;
<http://homeoffice.gov.uk/equalities/equality-act/>
- * find further information on **Rotherham.gov.uk**
- * contact the Equality Officer for Children's Services:
zaidah.ahmed@rotherham.gov.uk

Suggest that when they have completed one of the above that they meet with you again to go through the rest of the questions.

DONE

Now move onto question 3 as they will not be able to answer question 2.

NO? Ask the governing board or head teacher to:

- * Make visit the home office website or department for education for further information;
<http://homeoffice.gov.uk/equalities/equality-act/&df>
- * (equality pages) look at page 3 & 4 of the Equality Toolkit for details on responsibilities of different members of the school community
- * contact the Equality Officer for Children's Services:
Zaidah.Ahmed@rotherham .gov.uk
- * **DONE**

Now move onto question 3.



Laughton All Saints' C of E Primary School



EQUALITY TOOLKIT FOR SCHOOLS

QUESTIONS TO ASK YOUR SCHOOL CONTINUED...

Q3.DOES THE SCHOOL HAVE AN EQUALITY POLICY?

YES? Great news! Ask the following questions:

- * Does the policy mention all of the protected characteristics? (*disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation*) **YES**
- * Does the policy refer to everyone? (e.g. pupils, parents/carers, staff, the local community) **YES**
- * Does it talk about the schools duties and the schools commitment to equality? **YES**

If the answer is yes to all of the above then move on to question 4.

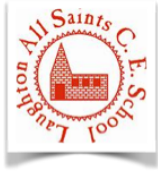
If the answer is no then let ask the school governing body or head teacher to look refer them to the template Equality Policy in the Equality Toolkit. Now move onto question 4 on the following page.

No? Then ask the following question:

- * Do the school have policies for Race, Disability or Gender?

If yes let the school know that separate policies for Race, Disability and Gender are no longer needed but a 'single' equality policy or statement would be a good idea to have. They can talk to the Equality Officer for Children's on **[contact details]** further about this and for a template 'single' equality policy document.

Now move onto question 4.



Laughton All Saints' C of E Primary School



EQUALITY TOOLKIT FOR SCHOOLS

QUESTIONS TO ASK YOUR SCHOOL CONTINUED...

Q4. HAVE THE SCHOOL IDENTIFIED ANY EQUALITY OBJECTIVES AND DO THEY HAVE AN ACTION PLAN?

YES? Brilliant! Ask the following questions:

- * Have **pupils, parents/carers** and staff been involved? **TO DO**
- * Are the actions clear and have timescales been set? **YES**
- * How have you/ or will you make pupils, parents/carers, staff and the wider community aware of the equality objectives, and action plan? **TO DO**
- * How often will the action plan be reviewed to see if it is making a difference? **Annually**

If the answer is no to any of the above then they should contact the Equality Officer for Children's Services for a further discussion.

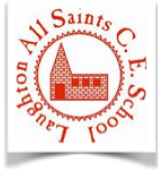
If they answer yes to all of the above then your school is meeting their Equality Duty.

Continue to help the governing board by being involved, letting them know if you feel there are good changes happening, and telling them about things that need to change so that all of the school community are treated fairly and with respect. Also don't forget to share information on the Equality Act and the checklist with your peers.

No? then they should contact the Equality Officer for Children's Services as schools are expected to have chosen 'equality objectives' and to show what action will be taken.

If no, and they have an equality policy they should still contact the Equality Officer for Children's for the same reasons above.

DONE



Laughton All Saints' C of E Primary School



EQUALITY TOOLKIT FOR SCHOOLS

Welcome to Laughton All Saints' C of E Primary School

Laughton All Saints' C of E Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

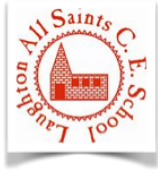
Stage 1: Understanding Our School Community – Pupils

112 Pupils in total

What is the school profile?

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?
- **These figures are typical for school but do vary a little with different cohorts.**

Ethnic Categories							
White British	95	White & Black Caribbean	1	Indian	0	Any Other Black Background	0
Irish	0	White & Asian	1	Pakistani	0	Refugee	0
Any other white background	1	White & Black African	3	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed Background	0	Any other Asian background	0	Any Other Ethnic Group	0
Gypsy/Roma	0	Chinese	0	Black Caribbean	0	Information Refused	0
White European 0	1	Any other Chinese background 0	0	Black African	3	Information Not Obtained 0	0

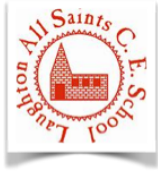


Laughton All Saints' C of E Primary School



EQUALITY TOOLKIT FOR SCHOOLS

Disability Categories			
Not Collected	0	Needs Medication	0
		Other Disability / Health Problem	
No disability	105 (including 5 children with allergies, some severe)	Problems with Incontinence	3
Problems with Mobility	1	Problems with Communication	
Problems with Hand Function	0	Problems Hearing	1
Problems with Personal Care	5	Problems with Vision	0
Problems with Eating and Drinking	1	With ASD / Asperger's	10



Laughton All Saints' C of E Primary School

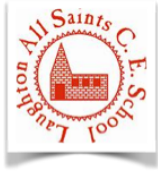


EQUALITY TOOLKIT FOR SCHOOLS

Special Educational Needs (SEN) 22.8%	Percentage (%)	Actual No.
No Specified Special Educational Need	77.2%	99
School Support	19.5%	24
Statemented	3.3%	4

Gender	
Girls	62
Boys	51

Religion & Belief					
Anglican	0	Church of England	61	Sikh	0
Baptist	0	Hindu	0	No Religion	20
Buddhist	0	Jewish	0	Other Religion	6
Catholic	0	Methodist	0	Unknown	17
Christian	0	Muslim	0		



Laughton All Saints' C of E Primary School



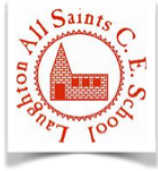
EQUALITY TOOLKIT FOR SCHOOLS

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor when appropriate.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question if appropriate and how to use the data sensitivity when collected.

Hints & Tips

It would be good at this point to match the schools data to the local community demographic data. This will provide information as to whether the pupils on roll are reflective of the local community the school serve. **ETHNICALLY, THE SCHOOL IS REFLECTIVE OF THE LOCAL AREA BUT NOT THE WIDER AREA OF ROTHERHAM. THE SCHOOL HAS AN UNUSUALLY HIGH PERCENTAGE OF PUPILS WITH SEND INCLUDING THOSE WITH EHC PLANS IN PLACE PENDING**



Laughton All Saints' C of E Primary School

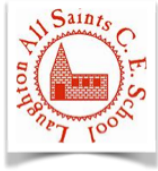


EQUALITY TOOLKIT FOR SCHOOLS

Stage 2: Understanding the Information Gathered

Reviewed Spring 2021 ready for post COVID implementation Autumn 2021

Improvement Priority	To fulfil the duties placed on schools by the Equality Act 2010.		
Success Criteria:	<p>We will know we are successful when we have:</p> <ul style="list-style-type: none"> • Eliminated discrimination • Advanced equality of opportunity • Fostered good relations <p>In line with the school vision which encourages everyone to achieve their potential, have respect and pride in the community and value school members.</p>		
Objectives	Lead Person	Milestones	Timescale
1 – Policy Inform and consult all members of the school community: governing board, pupils, staff and parents about Equality Plan.	RM	In assembly, school council meeting, staff meeting, governing board meeting and newsletter inform and ask for feedback on any issues relating to equality, discrimination or good relations. Briefing documents to be completed and shared with parents, staff and governors. Published on the school website.	Summer term Spring Term DONE
	JS	Check census to see if school reflects local community.	DONE
	LV		Summer term



Laughton All Saints' C of E Primary School



EQUALITY TOOLKIT FOR SCHOOLS

	<p>RM</p> <p>RM</p>	<p>Use the pupil briefing for pupils and School Council to ensure that Year 5/6 pupils have in-depth knowledge of what the Equality Act 2010 actually means. Year 5/6 pupils decide how this information can be disseminated to younger pupils. Class 4 learn about it and turn it into a poster or simple Equality Act leaflet etc for younger children.</p> <p>Spring 2021 full governing board meeting – governors to review the Equality Toolkit by 31st March deadline.</p> <p>Ensure all stakeholders understand what the Equality Act 2010 is.</p> <p>Ensure all stakeholders are aware of their specific duties using the responsibility table in the policy.</p>	<p>Spring term</p> <p>Summer term</p> <p>Summer term</p>
<p>2 – Attendance To explore and understand the reasons for absence and what support can be given to pupils, particularly those in receipt of pupil premium funding and medical needs.</p>	<p>LV</p> <p>RM</p> <p>Class teachers (CT)</p> <p>KH/RM</p>	<p>Weekly attendance club with focus pupils invited.</p> <p>Adaptations to timetable to suit individual needs (late drop offs/early pickups), with a view to full-time timetable.</p> <p>Open line of communication with staff.</p> <p>Regular contact with teachers via e-mail, with work to catch up.</p>	<p>Autumn term</p> <p>Autumn term</p> <p>Autumn term</p> <p>Autumn term</p> <p>Termly</p>

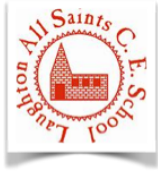


Laughton All Saints' C of E Primary School



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	RM	<p>Consult with parents of children whose attendance is less than 90% (persistent absence).</p> <p>Consult Early Help about incentives for this group.</p> <p>Address punctuality of pupils. and pick up times. Add to newsletter – particularly drop off and pick up times.</p> <p>(See attendance plan and attendance evidence folder for further information, including the suite of letters sent to parents during the yearly cycle.)</p>	<p>DONE</p> <p>ONGOING</p>
<p>3 – Prejudice Related Incidents To raise awareness of Britain as a multi-cultural country within this predominantly white-British school.</p>	JS	<p>Establish a cycle of activities to promote diversity, including visitors, visits and celebration events, embedded within a rich, broad, balanced curriculum.</p>	Spring term
	ES JS LD/ZO/RW NC	<p>KS2 visits: Grimm + Co, Anne Frank Exhibition, Rotherham Minster, Mosque, Sheffield Cathedral (To ensure that all pupils of Laughton visit a cathedral at least once.)</p> <p>Visitors : Bishop, Islamic parent, Mayor, ex-pupils.</p> <p>Head teacher to feed back from R.E. training in use of the church as a resource. R.E. co-ordinator to lead staff development based on the Understanding Christianity resource.</p>	Spring term
	AFJ/ZA	<p>Form strong links with parents who can contribute to and support this.</p>	Summer term
	LV		Spring term

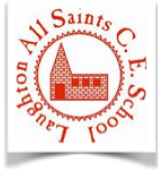


Laughton All Saints' C of E Primary School



EQUALITY TOOLKIT FOR SCHOOLS

	<p>LV</p> <p>LV</p> <p>RW</p> <p>RM</p>	<p>Use the pupil briefing for pupils and School Council to ensure that Year 5/6 pupils have in-depth knowledge of what the Equality Act 2010 actually means. Year 5/6 pupils decide how this information can be disseminated to younger pupils.</p> <p>Ensure School Council standing agenda item addresses the Equality Act.</p> <p>Diversity Week to be arranged, to celebrate the achievement of summer term milestones. Dedicate a day to each area. With possible support from AFJ and ZA e.g. musicians and dancers. Refer to World Fair event, community events to involve parents and the wider community.</p> <p>Staff CPD continues in order to support staff in ensuring SMSC education, British Values and multiculturalism are fully embedded in the curriculum.</p>	<p>Spring term</p> <p>DONE – NOW ENSURE ANNUAL EVENT</p> <p>ONGOING</p>
<p>4 - Opportunities To ensure that all pupils achieve their full potential.</p>	<p>Class Teachers</p> <p>RM</p>	<p>Continue to monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils at pupil progress meetings.</p> <p>Data shows that gap is narrowing for any pupil with disability, more able underachievers reaching potential in KS2. Case studies evidence vulnerable groups.</p> <p>School displays reflect school's diversity of race, gender and disability.</p> <p>Revise gifted and talented policy and inform governing board, pupils, staff and pupils.</p>	<p>Assessment points Oct, Feb, May</p> <p>Ongoing</p> <p>Summer Term</p> <p>DONE</p> <p>DONE</p>



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EQUALITY TOOLKIT FOR SCHOOLS

		Audit and purchase of resources to promote the school's diversity.	
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