

# Coppice Primary School – Equality Information and Objectives

## INTRODUCTION 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 principle 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
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- 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 individual child or adult

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

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.

### **Core Statements:**

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

### **Our Ethos/mission**

Coppice Primary is a School where individuals are valued for themselves and where all are expected to give of their best.

### **Addressing Prejudice Related Incidents**

This 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 fare 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. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### **Responsibility**

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	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. The Governing Body will also agree the Equality Statement and objectives.
Head teacher	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 the whole 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 Headteacher 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 body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher 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
Parents	Take an active part in identifying barriers for the school community and in informing the governing body 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	Support 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.
Other Stakeholders and Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body 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 Equality & Diversity Statement and our published equality information and objectives by publishing them on the school website

**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 body.

**Monitor and Review**

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit alongside our overall school development plan and therefore will be reviewed as part of this process.

Date Approved:.....

Date to be reviewed:.....

## WELCOME TO Coppice SCHOOL

Coppice school has used the following process to assist us in identifying some of the barriers to their pupils in accessing **education provision**.

### STAGE 1: UNDERSTANDING OUR SCHOOL COMMUNITY – PUPILS

What is the school profile?

- How many children are on roll at the school? 420
- What information on pupils is collected by protected characteristics? Ethnicity, primary need, gender, religion and belief

Using Progresso data, the following information was available:

Ethnic Categories							
White British	290	White & Black Caribbean	3	Indian	41	Any Other Black Background	0
Irish	0	White & Asian	3	Pakistani	13	Refugee	0
Any other white background	12	White & Black African	2	Bangladeshi	1	Asylum Seeker	0
Traveller of Irish Heritage	2	Any Other Mixed Background	3	Any other Asian background	4	Any Other Ethnic Group	3
Iranian	3	Chinese	4	Black Caribbean	6	Information Refused	4
White European	8	Any other Chinese background	2	Black African	1	Information Not Obtained	6

Disability Categories			
Specific Learning difficulty	0	Multi-sensory impairment	0
Moderate learning difficulty	28	Hearing impairment	0
Severe Learning Difficulty	0	Visual impairment	1
Profound and multiple difficulty	0	Physical disability	0
Social, emotional and mental hlth	0	Autistic Spectrum Disorder	6
Speech and Language	1		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	91%	384
SEN Support	9%	36
EHC	0	0
	0	0

Gender		
Girls	188	45%
Boys	232	55%

Religion & Belief					
Greek Orthodox	2	Church of England	0	Sikh	23
Baptist	0	Hindu	19	No Religion	129
Buddhist	0	Jewish	2	Other Religion	2
Catholic	25	Methodist	0	Unknown	0
Christian	176	Muslim	20	No Response	22

**No Information was available on the protected characteristics of:**

- **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.
- **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 and how to use the data sensitively when collected.

## **STAGE 2: UNDERSTANDING THE INFORMATION GATHERED**

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

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

### **Admissions**

**Equality Objective:** Ensure that we are able to communicate effectively to all parts of the local catchment area.

**Why:** All areas of the community have equal opportunity to attend.

**How:** Local press, Local Authority admissions documentation and guidance – supports different languages and cultures.

**Outcome:** Cohorts are a true reflection of the catchment in which we live and no groups feel unwelcome in applying.



## **Attainment**

**Equality Objective:** To explore and understand the issues further so that the school can begin to narrow gaps between different groups.

**Why:** Evaluation of the school's data identifies that there can be a variance in the attainment of different groups.

**How:** Analyse the school's data and put support in to ensure that any gaps in attainment are narrowed.

**Outcome:** School Development Plan is a dynamic tool that identifies group differentials and focuses interventions and strategies as necessary.

## **Attendance**

**Equality Objective:** To explore and understand the reasons for the absence and what support can be given to individual pupils to improve attendance rates.

**Why:** Whilst attendance is high at Coppice, there are a minority of children, from identifiable groups, that have significantly more absence.

**How:** Work with other members of the LTE to bring in a review of attendance to help support parents and children who are struggling with attendance.

**Outcome:** To decrease the number of children who are demonstrating persistent absence.

## **Exclusions**

**Equality Objective:** To ensure that exclusions are not more common in identifiable groups.

**Why:** Analysis of Red Cards given under the school's behaviour system shows that boys are much more likely to receive a red card than girls.

**How:** Report data to governors on a regular basis, review the data as staff and reflect this in our approach to behaviour.

**Outcome:** To reduce the number and proportion of red cards given to boys.

## **Prejudice Related Incidents**

**Equality Objective:** Raise awareness of equality issues and how 'rights' are common to all children across the world.

**Why:** Work with staff and children has identified the need for broadening understanding of rights and equality issues.

**How:** School is taking part in the UNICEF Rights Respecting award looking at equality for all groups. Linked to the No Outsiders programme this supports understanding that different relationships are to be respected.

**Outcome:** To raise awareness of this protected characteristics and to reduce the number of prejudice related incidents.

## **Additional Objectives:**

**Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:**

In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus. We will also continue to celebrate different religious festival throughout the year. As an action point, the school trips agenda is to be revisited to ensure a broader range of trips to different places of worship is available.

## **Employment**

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

**Equality Objective:** To employ and celebrate a diverse workforce.

**Why:** We recognise that it is important to have a workforce that represents the society we serve and celebrate what each person brings to the workplace.

**How:** Advertise correctly, broadly and make Coppice a place where people from all areas of society would wish to apply to work.

**Outcome:** Have a diverse workforce where all staff feel welcome and accepted.