



# Raysfield Primary

**Know myself. Respond to my world.**  
**Connect with my community.**

## Raysfield Primary School

# EQUALITIES INFORMATION AND OBJECTIVES

Signed (Chair):	Name: Nick Kelcey	Date: 19.09.2018
Signed (Head):	Name: Claire Hill	Date: 19.09.2018
Ratified: by Full Governing Body on 19.09.2018		Next Review: 4 years – September 2022

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>	Equalities Policy	<b>Date</b>	19.09.2018
<b>EIA CARRIED OUT BY:</b>	Claire Hill	<b>EIA APPROVED BY:</b>	FGB

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		✓
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		✓
Gender Reassignment (transsexual)		✓
Marriage and civil partnership		✓
Pregnancy and maternity		✓
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		✓
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		✓
Gender (male, female)		✓
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		✓

Any adverse impacts are explored in a Full Impact assessment

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## **Equality Information and Objectives Public Sector Equality Duty (Updated September 2018)**

### Public Sector Equality Duty

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.

Raysfield Infant and Junior Schools are inclusive schools where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

### Equality Information

Number of pupils on roll at the infant school: 180

Age of pupils: 3 to 7

Number of pupils on roll at the junior school: 231

Age of pupils: 7 to 11

### Information on pupils by protected characteristics

The Equality Act 2010 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.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

## Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils eligible for Free School Meals (FSM)

Pupils with Special Educational Needs and Disabilities (SEND)

Disadvantaged group

Pupils with English as an Additional Language (EAL)

Young carers

Looked after children

Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk\*.

### Race/Ethnicity:

	<b>Infant School</b>	<b>Junior School</b>
Any other mixed background	2%	3%
Any other White background	3%	2%
White - British	94%	93%
White and Black Caribbean	1%	0%

### Gender:

	<b>Infant School</b>	<b>Junior School</b>
Male	57%	52%
Female	43%	48%

### Vulnerable groups:

	<b>Infant School</b>	<b>Junior School</b>
Pupils eligible for Pupil Premium Finding	2.2%	15%
Pupils with Special Educational Needs (SEN)	9.5%	15%
Pupils with English as an Additional Language (EAL)	1.6%	0%
Looked after children	0%	1%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, diminished or at least remains less than the gap nationally.

### Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Raysfield Schools Federation. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

Adoption of the single Equality Scheme

- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

Using the information we gather to identify underachieving groups or individuals and plan targeted intervention

Ensuring participation of parents/carers and pupils in school development

Listening to parents/carers

Listening to pupils at all times

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

Ensuring that Raysfield Infant and Junior Schools is seen as a community school within our local community.

Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

### Equality Objectives

At Raysfield Schools Federation, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives within our Federation Improvement Plan:-

To monitor and analyse pupil achievement by gender, vulnerability, special need, race and disability and act on any trends or patterns in the data that require additional support for pupils.

To raise levels of attainment in core subjects for vulnerable learners.

To develop a curriculum that creates opportunities for all children to engage and support the local community.

Federated SEN provision has a positive impact on outcomes for pupils with SEND  
Disadvantaged pupil's targets are aspirational and they are supported to meet them.

To use Pupil Premium effectively to narrow the gap between the progress and attainment of vulnerable groups (especially UK White Boys) and all pupils