



Raysfield Primary School

EQUALITIES INFORMATION AND OBJECTIVES

Signed (Chair):	Name: Holly Magson	Date: 09.02.2023
Signed (Head):	Name: Claire Hill	Date: 09.02.2023
Ratified: by Full Governing Body		Next Review: Feb 2024

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Equalities Policy	Date	09.02.2023
EIA CARRIED OUT BY:	Claire Hill	EIA APPROVED BY:	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

:

Equality Information and Objectives Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

SECTION 1

- 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.

SECTION 2

- A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection 1.

SECTION 3

- Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a relevant protected characteristic that are 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.

SECTION 4

- The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

SECTION 5

- Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
- tackle prejudice, and
- promote understanding.

SECTION 6

- Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

SECTION 7

The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;

- sexual orientation.

SECTION 8

- A reference to conduct that is prohibited by or under this Act includes a reference to—
- a breach of an equality clause or rule
- a breach of a non-discrimination rule.

SECTION 9

- Schedule 18 (exceptions) has effect.

(1) A public authority is a person who is specified in Schedule 19.

(2) In that Schedule—

- Part 1 specifies public authorities generally;
- Part 2 specifies relevant Welsh authorities;
- Part 3 specifies relevant Scottish authorities.

(3) A public authority specified in Schedule 19 is subject to the duty imposed by section 149(1) in relation to the exercise of all of its functions unless subsection (4) applies.

(4) A public authority specified in that Schedule in respect of certain specified functions is subject to that duty only in respect of the exercise of those functions.

(5) A public function is a function that is a function of a public nature for the purposes of the Human Rights Act 1998.

Raysfield Primary school is an inclusive school 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 all 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: 405

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:

	School
Any other mixed background	3%
Any other White background	3%
White - British	92%
White and Black Caribbean	0.2%
Unspecified	1.98%

Gender:

	School
Male	47%
Female	53%

Vulnerable groups:

	School
Pupils eligible for Pupil Premium Finding	9%

Pupils with Special Educational Needs (SEN)	3.4%
Pupils with English as an Additional Language (EAL)	3%
Looked after children	0.5%

Vulnerable groups:

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 Primary School. '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

Ensuring positive representation

Maintain CPD for all to challenge our unconscious bias and improve understanding

We foster good relations by:

Ensuring that Raysfield Primary school is seen as a community school within our locality.

Ensuring that equality and diversity are embedded in the curriculum and during assembly through our school's vision.



Equality Objectives

At Raysfield Primary school we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, sexual preference, 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 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.

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.

To create a curriculum that values discussion, challenges historical biases and positively represents all protected characteristics.