



*Inspire Learning, Ignite Curiosity*

## **Marlow C of E Infant School Equalities Policy 2023**

***Then God said, "Let us make humankind in our image, in our likeness"***

***Genesis 1:26***

### **Rationale**

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 19: *You have the right to be protected from being hurt and mistreated, in body or mind* and Article 28: *You have the right to a good quality education*.

### **Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

### **National and Legal Context**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **School Context**

The school serves the local community of Marlow within the District of Wycombe in South Buckinghamshire. The school is sited in an area of mixed housing although pupils come from a wide area and variety of backgrounds.

### **Principles**

To fulfil our legal obligations, we are guided by a number of principles.

#### **1. All pupils, families and staff are of equal value**

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

#### **2. We recognise and respect difference**

- We recognise that treating people equally does not necessarily involve treating them all the same.
- We recognise that our policies, procedures, curriculum and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:
  - Disability – we note that reasonable adjustments may need to be made
  - Gender (including transgender) – we recognise that girls and boys, men and women have different needs
  - Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
  - Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
  - Age – we value the diversity in age of staff, parents and carers
  - Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
  - Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
  - Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

#### **3. We intend that our policies, procedures, curriculum and activities should promote:**

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

#### **4. We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures, curriculum and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are considered. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, procedures, curriculum and activities offer and foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and consider both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

**Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

**Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

**Date approved by the Governing Body: July 2023**

**Date for whole policy and objective review: July 2026**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the student council
- staff survey and Governor survey
- contact with parents representing pupils with particular protected characteristics

## 1. School Context data

| CONTEXTUAL DATA 2023           | School<br>2023 | National<br>2023 | Diff  |
|--------------------------------|----------------|------------------|-------|
| Number on Roll                 | 179            | 277              | N/A   |
| % Male                         | 51.4           | 50.9             | -0.5  |
| % Female                       | 48.6           | 49.1             | 0.5   |
| % Ever 6 FSM                   | 4.5            | 25.9             | 21.4  |
| % Minority ethnic groups       | 17             | 36.6             | 19.6  |
| % SEN EHCP                     | 1.1            | 2.5              | 1.4   |
| % SEN Support                  | 8.4            | 13.5             | 5.1   |
| % English additional language  | 15.6           | 22.1             | 6.5   |
| % Stability                    | 92.5           | 80.1             | -12.4 |
| % School deprivation indicator | 0.06           | 0.18             | 0.12  |
| % absence                      | 3.8            | 10.7             | 6.9   |
| % persistent absence           | 4.9            | 22.3             | 17.4  |

## 2. Marlow C of E Infant School – Attainment by pupil group

| End of KS1 Achievement<br>2023<br><br>School | Cohort | Reading                                 |                        | Writing                                 |                        | Maths                                   |                        |
|----------------------------------------------|--------|-----------------------------------------|------------------------|-----------------------------------------|------------------------|-----------------------------------------|------------------------|
|                                              |        | Achieved at least the expected standard | Achieved Greater Depth | Achieved at least the expected standard | Achieved Greater Depth | Achieved at least the expected standard | Achieved Greater Depth |
|                                              |        | No                                      | %                      | %                                       | %                      | %                                       | %                      |
| All pupils                                   | 59     | 90                                      | 48                     | 85                                      | 17                     | 90                                      | 32                     |
| Male                                         | 28     | 85                                      | 46                     | 78                                      | 7                      | 93                                      | 39                     |
| Female                                       | 31     | 92                                      | 51                     | 90                                      | 26                     | 87                                      | 26                     |
| Disadvantaged                                | 2      | 100                                     | 50                     | 100                                     | 50                     | 100                                     | 50                     |
| Other                                        | 57     | 89                                      | 49                     | 84                                      | 16                     | 89                                      | 32                     |
| SEN EHCP                                     | 2      | 50                                      | 50                     | 50                                      | 0                      | 50                                      | 50                     |
| SEN Support                                  | 8      | 75                                      | 13                     | 38                                      | 0                      | 50                                      | 0                      |
| No SEN                                       | 49     | 94                                      | 55                     | 94                                      | 20                     | 98                                      | 37                     |
| English first language                       | 47     | 87                                      | 47                     | 85                                      | 21                     | 91                                      | 28                     |
| English additional language                  | 12     | 100                                     | 58                     | 83                                      | 33                     | 83                                      | 50                     |

| End of KS1 Achievement<br>2022<br><br>National | Reading                                 |                        | Writing                                 |                        | Maths                                   |                        |
|------------------------------------------------|-----------------------------------------|------------------------|-----------------------------------------|------------------------|-----------------------------------------|------------------------|
|                                                | Achieved at least the expected standard | Achieved Greater Depth | Achieved at least the expected standard | Achieved Greater Depth | Achieved at least the expected standard | Achieved Greater Depth |
|                                                | %                                       | %                      | %                                       | %                      | %                                       | %                      |
| All pupils                                     | 67                                      | 18                     | 58                                      | 8                      | 68                                      | 15                     |
| Male                                           | 63                                      | 16                     | 52                                      | 6                      | 68                                      | 18                     |
| Female                                         | 71                                      | 20                     | 64                                      | 10                     | 67                                      | 12                     |
| Disadvantaged                                  | 72                                      | 21                     | 63                                      | 10                     | 73                                      | 18                     |
| Other                                          | 72                                      | 21                     | 63                                      | 10                     | 73                                      | 18                     |
| SEN EHCP                                       | N/A                                     | N/A                    | N/A                                     | N/A                    | N/A                                     | N/A                    |
| SEN Support                                    | N/A                                     | N/A                    | N/A                                     | N/A                    | N/A                                     | N/A                    |
| No SEN                                         | 75                                      | 21                     | 66                                      | 9                      | 75                                      | 17                     |
| English first language                         | N/A                                     | N/A                    | N/A                                     | N/A                    | N/A                                     | N/A                    |
| English additional language                    | N/A                                     | N/A                    | N/A                                     | N/A                    | N/A                                     | N/A                    |

### 3. Staff data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

#### Other information

| Information                             | Evidence and commentary                                                          |
|-----------------------------------------|----------------------------------------------------------------------------------|
| Governor representation as at July 2023 | We have 10 females and 6 males on the Governing Body. (inc 1 associate governor) |

### 4. Qualitative information

The School publishes the following on our website:

- school policies\*
- a note about how the school monitors equality issues in everyday school life
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures

The following information is available on request at the school office:

- minutes of governor meetings
- copies of all school policies
- details about assemblies which deal with relevant equality related issues
- views of the student council

\*The school has published various policies on the school's website:

[www.marlow-infant.bucks.sch.uk](http://www.marlow-infant.bucks.sch.uk)

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

**Date of publication of this appendix: July 2023**

**Date for review and re-publication: June 2024**

*The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.*

We recognise that the public sector equality duty has three aims, to:

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We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*

**Having referred to and analysed our equality information, we have set ourselves the following objective(s):**

The school has above national average attainment in Maths, Reading and Writing at the end of KS1. The gap between the Greater Depth attainment of boys and girls at in Writing is bigger than the National gap in 2022. The gap between the Greater Depth attainment of boys and girls in Maths is bigger than the National gap in 2022.

**Objective 1**

- *To address the gender gap in attainment in Writing both at the expected standard and at Greater Depth between boys and girls at the end of KS1 so that the gap is less than 10% between the genders.*

**Objective 2**

- *To address the gender gap in attainment in Maths at Greater Depth between boys and girls so that the gap is less than 10% between the genders*

*Legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.*

**Date of publication July 2023**

**Date for review and re-publication: July 2024**

*The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.*