

Chalk Ridge Primary School Equality Policy

(including Equality Information and Objectives)

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, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (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

Chalk Ridge is a larger than average sized primary school located in the centre of a large housing estate and predominately serves the Brighton Hill community. It is a two-form entry school with space for 14 classrooms.

Within the school postcode of RG22 4ER our community consists of:

90% being born in the UK

9% BAME

50% have no religion

9% other religions including Hindu

17% disabled under the Equality Act

71% of the community are in employment

1% unemployed
30% economically inactive

Whilst we recognise that all groups of children, whether a significant group or not, have equal rights, significant groups within our school include:

SEND (on average 15%)

Pupil premium (on average 22%)

EAL (on average 14%)

Hampshire provides a facts and figures website which may provide you with useful information

<https://www.hants.gov.uk/landplanningandenvironment/facts-figures/population>.

[Census information \(basingstoke.gov.uk\)](https://www.basingstoke.gov.uk/census)

We collect equality information, and this is referenced in appendices A and B.

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 sex
- Whatever their 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 they have refugee/asylum status
- 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 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 understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys; men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.

- Ethnicity and race – we appreciate 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.
- Marriage and civil partnership – 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.

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

We intend that our policies, procedures 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 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 taken into account. 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, activities and curriculum offer 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 take into account 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.

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: 1st March 2023

Date for policy review: March 2027

Equalities Information

Appendix A

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or 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
- contact with the local community and disability organisations

Pupil-related data as at 24th February 2023

Description of Information	School Details (number of pupils)
Number on roll	343
Boys	176
Girls	161
Pupils with SEND support	50
Pupils with an EHC Plan	15
Pupil Premium Eligible	77
Ethnicity	
White - British	263
White and Black Caribbean	3
Any other Black background	2
Indian	16
Any other white background	27
White and Asian	3
Black - African	15
Any other Asian background	9
Any other mixed background	6
Religion	
No Religion	198
Christian	109
Other Religion/Faith	4
Buddhist	4

Roman Catholic	4
Sikh	2
Muslim	10
Hindu	12
Anglican/Church Of England	1
Refused Information	1
Romanian Orthodox	1

Pupil on role by their first language (EAL) – Spring Census 2023

Description	Number of Pupils
Akan/Twi-Fante	2
Arabic	1
Chinese	3
English	282
French	1
German	1
Greek	1
Hungarian	1
Hindi	3
Igbo	2
Kurdish	2
Lithuanian	3
Marathi	1
Malayalam	1
Ndebele	1
Nepali	2
Other than English	1
Pashto/Pakhto	1
Panjabi	1
Polish	11
Portuguese	1
Persian/Farsi	3
Romanian	6
Tamil	2
Telugu	1
Urdu	3
Uzbek	2
Vietnamese	3
Yoruba	1
Zulu	1

Other groups Spring Census 2023	Number of pupils
Service children	4
Pupils for whom the school receives top-up funding	15
Post looked after arrangements - includes children ceased to be looked after through adoption, special guardianship, residence order or child arrangement order	3
Pupils with any period of eligibility for free school meals reported in the current census (includes those eligible on census day)	68

SEN Provision Spring Census 2023	Number of pupils
SEN Provision - education, health and care plan (code E)	15
SEN Provision - SEN support (code K)	34
Total number of pupils with SEN (codes E, and K)	49
No special educational needs (code N)	295
Total pupils on roll	344

Code	Description	Primary Need	Secondary Need
SPLD	Specific Learning Difficulty	2	0
MLD	Moderate Learning Difficulty	20	3
SLD	Severe Learning Difficulty	0	0
PMLD	Profound and Multiple Learning Difficulty	0	0
SEMH	Social, emotional and mental health	7	1
SLCN	Speech, Language and Communication Needs	12	0
MSI	Multi-Sensory Impairment	0	0
HI	Hearing Impairment	0	0
VI	Vision Impairment	0	0
PD	Physical Disability	0	1
ASD	Autistic Spectrum Disorder	7	0
NSA	SEN support but no specialist assessment of type of need	0	0
OTH	Other Difficulty / Disability	1	0

Number of suspensions and permanent exclusions by SEN provision in the 2022 summer and autumn terms (terms 5, 6, 1 and 2)

	Summer term (18 April 2022 - 31 July 2022)		Autumn term (1 August 2022 - 31 December 2022)	
	Number of suspensions	Number of permanent exclusions	Number of suspensions	Number of permanent exclusions
	3	0	0	0
SEN Provision of excluded pupil	Number of suspensions	Number of permanent exclusions	Number of suspensions	Number of permanent exclusions
Pupils with SEN provision E – education, health and care plan	0	0	0	0
Pupils with SEN provision K - SEN support	3	0	0	0
Pupils with no SEN provision (code N)	0	0	0	0

Attendance information for the 2022 autumn term (terms 1 and 2) for all pupils aged between 5 and 15 years as at 31/08/2022

Authorised absence as percentage of total sessions possible	5.18%
Unauthorised absence as percentage of total sessions possible	0.45%
Overall (authorised plus unauthorised) absence as percentage of total sessions possible	5.63%
Percentage of pupils whose overall absence rate is greater than or equal to 10 per cent and are therefore identified as a persistent absentee in this term	18.13%

Attainment levels

DfE guidance states that the 2021/22 school performance data should be used with caution because following the COVID-19 pandemic, most exams, tests and assessments resumed in academic year 2021/22. They do not recommend making direct comparisons with data from previous years or between schools or colleges.

Pupils achieving GLD by group	
Student Group	2021/2022
Male	55%
Female	60%
SEN	13%
Not SEN	65%
Pupil Premium Eligible	38%
Not Pupil Premium Eligible	61%
FSM	43%
Not FSM	59%
EAL	47%

Phonics year 1 attainment by pupil group						
Breakdown	Cohort	Number achieving expected standard	School %	National %	Average mark	
					School	National
All pupils	58	33	57	75	27	32
Male	34	18	53	72	26	32
Female	24	15	63	79	28	33
Disadvantaged	9	3	33	80	20	33
Other	49	30	61	80	28	33
SEN EHCP	3	1	33	N/A	12	N/A
SEN support	6	0	0	N/A	4	N/A
No SEN	49	32	65	82	30	34
English first language	53	32	60	N/A	27	N/A
English additional language	5	1	20	N/A	17	N/A

Key stage 1 reading attainment by pupil group									
Breakdown	Co-hort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	51	0	18	65	67	25	23	10	9
Male	27	0	16	48	63	33	24	19	11
Female	24	0	20	83	71	17	22	0	7
Disadvantaged	12	0	21	67	72	25	20	8	7
Other	39	0	21	64	72	26	20	10	7
SEN EHCP	2	0	N/A	0	N/A	50	N/A	50	N/A
SEN support	4	0	N/A	0	N/A	50	N/A	50	N/A
No SEN	45	0	21	73	75	22	21	4	4
English first language	44	0	N/A	66	N/A	27	N/A	7	N/A
English additional language	6	0	N/A	67	N/A	17	N/A	17	N/A

Key stage 1 writing attainment by pupil group									
Breakdown	Co-hort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	51	0	8	53	58	35	31	12	10
Male	27	0	6	37	52	41	34	22	13
Female	24	0	10	71	64	29	28	0	8

Dis-advantaged	12	0	10	42	63	42	28	17	8
Other	39	0	10	56	63	33	28	10	8
SEN EHCP	2	0	N/A	0	N/A	50	N/A	50	N/A
SEN support	4	0	N/A	0	N/A	25	N/A	75	N/A
No SEN	45	0	9	60	66	36	29	4	5
English first language	44	0	N/A	55	N/A	36	N/A	9	N/A
English additional language	6	0	N/A	50	N/A	33	N/A	17	N/A

Key stage 1 maths attainment by pupil group									
Breakdown	Co-hort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	51	0	15	67	68	27	24	6	7
Male	27	0	18	63	68	26	22	11	8
Female	24	0	12	71	67	29	26	0	6
Dis-advantaged	12	0	18	58	73	33	21	8	5
Other	39	0	18	69	73	26	21	5	5
SEN EHCP	2	0	N/A	0	N/A	50	N/A	50	N/A
SEN support	4	0	N/A	25	N/A	50	N/A	25	N/A
No SEN	45	0	17	73	75	24	21	2	3
English first language	44	0	N/A	66	N/A	30	N/A	5	N/A
English additional language	6	0	N/A	83	N/A	0	N/A	17	N/A

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National %	School %	National %
All pupils	60	42	59	0	7
Male	31	45	55	0	6
Female	29	38	63	0	9
SEN EHCP	4	0	59	0	7
SEN support	8	0	59	0	7
No SEN	48	52	69	0	9
Non-mobile	56	43	60	0	7

English first language	58	41	59	0	7
English additional language	2	50	59	0	7

Information	Evidence and commentary
Participation in the student council by gender and race 2022-2023	14% of the student council is BAME 86% of the student council is White British This is broadly reflective of the whole school community 43% are male 57% are female
Participation in Breakfast Club February 2023	19% of pupils attending after breakfast club are BAME This is broadly reflective of the school community.
Participation in After School Club February 2023	26% of pupils attending after breakfast club are BAME This is broadly reflective of the school community.

Staff data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff. The school has published various policies on the school's website site [Home | Chalk Ridge Primary School](#) These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty

Other information

Information	Evidence and commentary
Disability Challengers	100% of children who attend Disability Challengers have an EHCP.
Governor Representation March 2023	40% Male, 60% Female 21% BAME, 79% British White We have proportionately more females than males on the governing body which reflects our staff group and the ethnic representation is representative of our community.

Qualitative information

The school has published various policies on the school's internet site www.chalkridgepri.hants.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: *1st March 2023*

Date for review and re-publication: *1st March 2024*

Equality Objectives

Appendix B

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or 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
- contact with the local community and disability organisations

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

Objective 1:

To continue to monitor and analyse pupil attainment and progress by key groups including SEND, Pupil Premium and EAL, act upon any patterns or trends in this data so that attainment and progress gaps are closed.

Objective 2:

Pupil attendance to continue to improve so that the attendance figures of all pupil groups improve so they are in line with the school target of 95%. The attendance target may be more challenging for some groups and the school will help and support them to achieve the target.

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