



St Crispin's School Policy

Equality Policy

Version Number	Date Created	Changes or reason for Update	Date Approved
V1	11-2012	First Issue	28 Nov. 2012
V1.1	01-2014	Update to objectives and data appendices	4 March 2014
V1.2	01-2015	Update to data appendices	March, 2015
V1.3	05-2015	Change of objective	July, 2015
V1.4	03-2016	Update data appendix and modify review dates	March 2016

Next Review of this Policy is due 07/2017



Vision Statement

“Excellence for All”

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 Equal Opportunities 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 (data as at July, 2012)

St Crispin’s has a roll of 1128 pupils which is just above (14%) the national average of 986. Overall there are more boys than girls (55%B, 45%G). However, there is an increasing shift towards boys with the current year 7 being (61%B, 39%G) and Year 8 (64%B, 36%G). There are very few students (6%) who are



eligible for free school meals compared to other schools nationally (15.9%). The proportion of students who are from ethnic minority background has risen from 14.6% to 17.3% over a three year period, however this is still below the national average of 22.4%, 54 nationalities are represented in the school. Approximately 4% of students who have additional SEN need which is below the national average of 8.5%. The school roll is relatively stable and in line with the national average. The school deprivation indicator is in the lowest percentile band.

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 marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

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.

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 we 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 individuals 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 great community cohesion

We intend that our policies, activities and curriculum 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 Quality Act 2010. Our current equality information can be found in Appendix A to this policy statement. This information will be reviewed and re-published annually.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every three years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 6).

The objectives can be found in Appendix B to this policy statement and take into account both national and school level priorities.

We will set ourselves new objectives every three 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. All racist incidents (and actions taken) are reported to the LA. An annual summary report is made to the Governor's Parents and Pupils Committee.

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



Appendix A

Pupil Related Data	Evidence and Commentary (unless stated otherwise, all data comes from 'validated' RAISEonline 2014 reports)
<p>Value Added Data</p> <ul style="list-style-type: none"> • by Gender • by ethnicity • by SEN <p>SC = St Crispin's NA = National Average</p>	<ul style="list-style-type: none"> • Girls – 1022.1, Boys 1008.3 – this is above the national average. • White British – 1012.9. Students whose first language is not English performed significantly above the national average for this group (SC 1042.6, NA 1035). • All SEN groups performed above national average but not significantly so. • Other groups are significantly above or have similar outcomes to the national average.
<p>Attainment in English and Maths by gender</p>	<ul style="list-style-type: none"> • Attainment in English at St Crispin's for both boys and girls is significantly higher than national values, with 86% of boys and 91% of girls achieving a grade C or better (compared to 60% of boys nationally and 75% of girls in 2013). • 83% of boys and 82% of girls achieved a grade C or better in Maths (compared to 70% boys and 71% girls nationally in 2013).
<p>Attainment by ability</p>	<ul style="list-style-type: none"> • Students of low, middle and high abilities achieve high levels of attainment in terms of 5A*-C incl E&M (10%, 67% and 97% respectively) compared with the national average of 55% and 78% for all students at St Crispin's. In terms of average points per student they are both significantly above national averages.



<p>Value Added (EBACC subjects) and progress (RAISEonline)</p>	<ul style="list-style-type: none">• Overall the school's VA was significantly above the national average. For English and Maths value added is in line with national averages. Languages, Science and Humanities were also in line with the national averages.• Students in English made progress that was above the national figure (85% SC and 70% NA).• Students in Maths made progress that was also well above the national figure 80%% SC, 65% NA <p>Please note:</p> <p>Value Added looks at how students meet an expected outcome based on their KS2 scores this is based on their Best 8 GCSE outcomes.</p> <p>Expected Levels of Progress is for a student to make 3 Levels of progress from KS2 to KS4 in just Maths and English</p>
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<p>Grouping of students</p>	<ul style="list-style-type: none"> • When students arrive in school they are placed in mixed ability tutor groups based on the criteria applied to all students, whatever their circumstances. As a result there is a good spread of ability, gender and a mix of student from different primary schools across each tutor group. Setting takes place in some subjects, Maths, Science and Modern Foreign Language with Foundation subjects remaining mixed ability.
<p>Attendance/Absence by Gender/Group</p>	<ul style="list-style-type: none"> • Overall absence at St Crispin's is 5.9% compared to 5.1% nationally. • Absence rates for boys 5.1% SC, 4.9% NA are better than girls 7.0% SC, 5.2% NA. • Rates of absence for students who are eligible for Free School Meals (FSM) and those supported at School Action (SA) and statemented are higher than national averages. • FSM – 11.9% SC, 7.3% NA • SA – 8.7% SC, 6.5% NA • SAP – 6.8% SC, 8.7% NA • Statemented - 10.3% SC, 7.0% NA • The attendance of students whose first language is not English is in line with the national average (4.9% SC, 4.4% NA)
<p>Exclusions</p>	<ul style="list-style-type: none"> • Exclusion rates at St Crispin's are low – 6.0% compared to 6.87% nationally (expressed as a percentage of the total school roll). • Boys are less likely to be excluded than girls; boys 4.11%, girls 8.35% but the gap is well below that seen nationally (boys 9.65%, girls 4.06%) • The exclusion level of students in all Special Educational Needs areas is above the school average, but that is only based on a small number of students.
<p>Participation in the School Council by Race & Gender</p>	<ul style="list-style-type: none"> • Membership of the well-established school council changes each year. The council is made up of year representatives who are chosen from the form representatives (elected by their form groups). Of the 41 members of the school council: 13 are girls, 24 are boys, 8 belong to Black or Ethnic Minority (BEM) groups 3 are FSM, 5 are EAL and 2 have a statement of Special Needs and 1 received SEN Support



Ethnicity of Students	<ul style="list-style-type: none"> Over the past 8 years there has been a steady upward trend in the number of students belonging to None White British (NWB) groups attending school at St Crispin's. This table
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	shows the percentage of all students on roll belonging to a NWB group.								
	% of pupil from minority ethnic groups								
	Year	2007	2008	2009	2010	2011	2012	2013	2014
	St Crispin's	12.9%	13.9%	16.6%	15.4%	17.3%	18.3%	19.8%	20.6%
	National	18.0%	19.5%	20.6%	21.7%	22.4%	23.5%	24.5%	29.6%

Staff information



Information	Evidence and Commentary (national data from DFE November 2013 unless stated otherwise)															
Teaching Workforce by gender 2014	<p>31% of the teaching workforce is male compared to 38% nationally (in secondary schools).</p> <p>69% of the teaching workforce is female compared to 62% nationally.</p>															
Teaching Workforce by Ethnicity 2014	<p>13% of the teaching workforce belongs to BEM Groups compared to 7% nationally http://www.education.gov.uk/rsgateway/DB/SFR/s000997/sfr06-2011v5.pdf Out of 83 teachers 11 belong to BEM groups and 8 are female and 3 male</p>															
Teaching Workforce by age 2014	<table border="1"> <thead> <tr> <th data-bbox="496 932 764 989">Age</th> <th data-bbox="764 932 1110 989">St Crispin's</th> <th data-bbox="1110 932 1416 989">National</th> </tr> </thead> <tbody> <tr> <td data-bbox="496 989 764 1052"><35</td> <td data-bbox="764 989 1110 1052">(43) 52%</td> <td data-bbox="1110 989 1416 1052">38%</td> </tr> <tr> <td data-bbox="496 1052 764 1115">35-44</td> <td data-bbox="764 1052 1110 1115">(21) 25%</td> <td data-bbox="1110 1052 1416 1115">28%</td> </tr> <tr> <td data-bbox="496 1115 764 1178">45-54</td> <td data-bbox="764 1115 1110 1178">(12) 15%</td> <td data-bbox="1110 1115 1416 1178">21%</td> </tr> <tr> <td data-bbox="496 1178 764 1236">55+</td> <td data-bbox="764 1178 1110 1236">(7) 8%</td> <td data-bbox="1110 1178 1416 1236">13%</td> </tr> </tbody> </table>	Age	St Crispin's	National	<35	(43) 52%	38%	35-44	(21) 25%	28%	45-54	(12) 15%	21%	55+	(7) 8%	13%
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45-54	(12) 15%	21%														
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Workforce by Sexual orientation	<p>The school does not collate data regarding sexual orientation or religion of staff and currently has no mechanism to do so.</p>															
Workforce by disability 2014	<p>There are no employees who are registered as disabled.</p>															
*Non-Teaching Workforce by gender 2014	<p>Out of 64 Non-Teaching staff (Teaching assistants, technicians and administration) 10 (16%) are male and 54 (84%) are female.</p>															
*Non-Teaching Workforce by ethnicity 2014	<p>8 out of 64 (12.5%) belong to NWB groups, all of these are female.</p>															



*Non-Teaching Workforce by age 2014	Age	Staff
	<35	(9) 14%
	35-44	6 (9%)
	45-54	24(38%)
	55+	25(39%)

Other information

Information	Evidence and commentary
Governor representation as at 2015	There is currently 1 Governor who is not a UK national; the Governing Body aspires to recruit members from the widest possible range of volunteers, reflecting the diversity of the local community.

Date of publication of this appendix: February 2016

Date for review and re-publication: July 2017



St Crispin's 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 characteristics under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation, religion and belief.

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

- Parent surveys
- Student surveys
- Ad hoc on line student surveys
- 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: Attendance

To investigate, and intervene where appropriate, attendance issues for pupil premium students with the aim of narrowing the gap between their rates of absence and other groups – **Action: Asst Head Pastoral.**

Objective 2: British Values

To strategically plan the promotion of fundamental British values as part of the SMSC programme at St Crispin's. Specifically:

- Implement DfE guidance paper November 2014
- Add promotion of fundamental British values through a strong inclusive ethos and effective school relationships via restorative justice approach building students' self-knowledge, self-esteem and self-confidence
- Assembly programme to ensure that respect and tolerance is promoted for people of all faiths, races and cultures and promotes British values of:
 - Democracy



- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs
- In 2015-16 promote students' understanding of democracy and the politic system via General Election and in school Mock Election

Action: Headteacher

Date of publication of appendices: February 2016

Date for update to Governors of appendices: July 2017

Date for review and re-publication of policy: July 2017