



## **Federation of Riders Infant and Junior Schools Equality Policy**

### **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.

### **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, race, 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.

### **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
- 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:

- Disability – we understand 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 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
- 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

### **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.

### **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 Executive 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



Current attainment – end of Key Stage 1 2018										
	<i>Whole cohort</i>	<i>SEN</i>	<i>Whole cohort minus SEN</i>	<i>Pupils eligible for PP</i>	<i>Non PP</i>	<i>PP minus SEN</i>	<i>Boys</i>	<i>Girls</i>	<i>Most able</i>	<i>LAC</i>
% achieving Expected Standard in Reading	72%	28%	94%	58%	79%	93%	57%	81%	100%	0%
% achieving Greater Depth in Reading	26%	7%	38%	26%	25%	44%	20%	29%	86%	0%
% achieving Expected Standard in Writing	50%	0%	72%	48%	50%	87%	40%	56%	100%	0%
% achieving Greater Depth in Writing	11%	7%	12%	10%	13%	12%	8%	14%	71%	0%
% achieving Expected Standard in Maths	63%	11%	87%	48%	69%	87%	54%	69%	100%	0%
% achieving Greater Depth in Maths	12%	7%	16%	13%	11%	19%	17%	8%	71%	0%
% achieving Expected Standard in Reading, Writing and Maths	49%	7%	70%	48%	46%	81%	37%	56%	100%	0%
% achieving Greater Depth in Reading, Writing and Maths	5%	5%	5%	5%	5%	2%	5%	5%	57%	0%



End of Key Stage 2 2018										
	Whole cohort	SEN	Whole cohort minus SEN	Pupils eligible for PP	Non PP	PP minus SEN	Boys	Girls	Most able	LAC
% achieving Expected Standard in Reading	54%	26%	65%	50%	56%	70%	48%	60%	100%	N/A
% achieving Greater Depth in Reading	7%	0%	6%	6%	7%	10%	8%	6%	43%	N/A
% achieving Expected Standard in Writing	71%	17%	94%	63%	77%	90%	68%	74%	100%	N/A
% achieving Greater Depth in Writing	9%	0%	13%	16%	5%	25%	10%	9%	50%	N/A
% achieving Expected Standard in Maths	50%	9%	69%	41%	58%	65%	53%	49%	100%	N/A
% achieving Greater Depth in Maths	5%	0%	8%	6%	5%	10%	8%	3%	50%	N/A
% achieving Expected Standard in Reading, Writing and Maths	38%	4%	52%	38%	37%	60%	30%	46%	100%	N/A
% achieving Greater Depth in Reading, Writing and Maths	3%	0%	4%	3%	2%	5%	3%	3%	29%	N/A
% achieving Expected Standard in Grammar, Spelling and punctuation	54%	13%	73%	41%	65%	60%	50%	60%	100%	N/A
% achieving greater Depth in Grammar, Spelling and punctuation	11%	0%	15%	3%	9%	20%	13%	9%	100%	N/A

**At Riders Federation, we are striving to advance equality of opportunity between people who share a protected characteristic and those who do not.**

**We have considered how well we currently achieve this aim 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).**

**Objective 1: Address the imbalance between girls' and boys' attainment and progress in Reading & achieving combined expected standard.**

**Objective 2: Address the imbalance between girls' and boys' attainment and progress in, Writing & Maths in Key Stage 1.**

November 2018