



# The Trent-Rylands Federation

Trent Vale Infant and Nursery School and Beeston Rylands Junior School *and* Beeston Rylands Junior School



## SINGLE EQUALITY POLICY 2020-2023

Date approved by the Governing Body: **November 2020**

Date to be reviewed by the Governing Body: **November 2023**

## EQUALITY STATEMENT

### What is the Equality Act 2010?

The Equality Act 2010 is a new law which protects people from discrimination. It replaces all previous, separate equality laws including the Disability Discrimination Act, Race Relations Act and many others. Previous equality duties involved schools producing separate policies and action plans for race, disability and gender. The new Equality Act introduces a single equality duty for all public sector organisations including schools, this is known as the 'public sector equality duty'

**Equality:** does not mean treating everyone the same, it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes this means giving people extra help so they have the same chances.

### School governing bodies should work closely with the whole school community to:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics listed earlier;
- Identify where there are gaps and prioritise these for actions identifying at least 3 measurable 'equality objectives' to focus on over the next 3 years;
- Develop a 'Single Equality' Policy, detailing all protected characteristics, and making clear the school's responsibilities under the Act, its commitment and what it will do to achieve 'equality of opportunity' for the whole school community.

### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

The public sector duty requires all schools to show how they are meeting the aims of the Equality Act by giving 'due regard' to the need to:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Act
- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it

#### Specifically to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that is 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

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

## The Trent-Rylands Federation Single Equality Policy

A **protected characteristic** under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

### **Vision Statement – Trent Vale Infant and Nursery School**

#### **Motto**

Helping each other towards excellence in all that we do

#### **Vision**

- Enabling each individual to reach their full potential
- Promoting self confidence and positive attitudes
- Developing young people's role as citizens and their sense of community
- Ensuring equal opportunities in all aspects of school life
- Delivering an enjoyable and enriching curriculum that allows learners to achieve and is accessible to all
- Providing an inclusive environment that is healthy, caring and safe
- Valuing parents, carers and the wider community as partners in learning
- Celebrating success and effort in all that we do

### **Vision Statement – Beeston Rylands Junior School**

#### **Motto**

Excel, Enjoy, Be Proud

#### **Vision**

Beeston Rylands Junior School is a community where all children and staff **enjoy** learning and working. This enables them to **excel**, to develop their talents and exceed expectations, and **be proud** of their behaviour and achievements. Every day at BRJS should create opportunities for children and staff to excel, enjoy and be proud.

#### **Demographic context**

Trent Vale Infant and Nursery School and Beeston Rylands Junior School is part of the Nottinghamshire Broxtowe District. It is approximately 2 miles from the city border. We have an average deprivation index. At 20-25% the proportion of pupils eligible for pupil premium is below average nationally. When compared to all schools in Nottinghamshire, our pupils come from an area with low levels of social disadvantage. However Beeston Rylands is a complex area and has within it families from the full range of society including both professional families and those with high levels of social disadvantage with similar proportions of families from throughout the social groups represented. Currently around 13% of children who are attending our nursery and school live outside of our catchment area. The school also receives pupils from a local women's refuge. This has implications for a high and rapid turnover of children who are vulnerable and in need. We work hard to ensure that these children are carefully and successfully integrated into our school community irrespective of the length of time they may be with us.

- The vast majority of pupils are of White British origin
- The proportion of pupils with learning difficulties and/or disabilities is broadly in line with the national average.
- The percentage of boys is above average

#### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## The Trent-Rylands Federation Single Equality Policy

### Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head teacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

**We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on *the school website*.**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitor and Review**

Every three years, ~~we will review our objectives in relation to any changes in our school profile.~~ Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

### **GUIDING PRINCIPLES**

In fulfilling the legal obligations in this policy, we are guided by nine principles:

#### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, 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 or non-religious affiliation or faith background
- whatever their sexual identity

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

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

#### **Principle 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

#### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

**Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- Gay people as well as straight

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

**Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

**Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

# Trent Vale Infant and Nursery School and Beeston Rylands Junior School

## Equalities Information and Equality Action Plan 2020-23

The Trent-Rylands Federation has used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

### Stage 1: Understanding Our School Community – Pupils

The Schools Profiles are as follows:-

#### **Numerical Information**

*This information is from the Headteacher's Report to Governors March 2020*

#### **Pupil Numbers - TV**

- We have a total of 156 pupils with space for 202
- F1 numbers are low – 28
- F2 is over PAN at 53
- Y1 numbers are low – 30
- Y2 will be nearly full – 45
- The percentage of boys (51%) is slightly greater than girls but more even than at the junior school and closer to the national average

#### **Pupil Numbers - BRJSIn**

- We have a total of 186 pupils with space for 200
- Y3 is nearly full – 48
- Y4 is nearly full – 48
- Y5 is nearly full – 48
- Y6 is the smallest year group – 39
- The percentage of boys (55%) is greater than girls and above the national average but not as great as in previous years

### **Disadvantaged Pupils**

**TV** -The schools location deprivation indicator was in quintile 2 (less deprived) of all schools  
The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation

**TV** - At 19% the % of DPs has risen since 2018-19 (17%) but does include 4 adopted children; it below the national average of 23.0%. It is in quintile 2.

**BRJS** -The schools location deprivation indicator was in quintile 3 (average deprivation) of all schools  
The pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation

**BRJS** - The school deprivation quintile is 0.2 which is in the middle 20%  
At 25% the % of DPs has started to fall since 2018-19 (29%) but is still above the national average of 23.5%.

### **Special Educational Needs (SEN)**

**TV** - In 2018-19 the % of SEN support pupils (9%) was in quintile 2 (lowest 40%). This has now increased to 12%. The national average is 12.6%.

**BRJS** – In 2018-19 the % of SEN support pupils (10.3%) was in quintile 2 (lowest 40%). This has now increased to 12.6%. The national average is 12.6%. There is also 1 child with an EHCP which is equivalent to the national average.

### **English as an Additional Language (EAL)**

**TV** - The % of EAL is 19%. The national average is 21%. Y2 has the most EAL. Eastern European languages are the most commonly spoken additional language.

**BRJS** - The % of EAL is 12%. The national average is 21%. Eastern European languages are the most commonly spoken additional language. The % had decreased over time and is now lower than the infant school.

### **Black and Minority Ethnic Groups (BME)**

**TV** - The school has 11 out of 17 possible ethnic groups. Those with 5% or more are White British (78%) and White – any other White background (11%)

**BRJS** - The school has 11 out of 17 possible ethnic groups. Those with 5% or more are White British (83%).

## Looked After Children (LAC)

- TV has 0 LAC children, 4 adopted children and 0 children who live with other family members (special guardianship).
- BRJS has 3 LAC children, 0 adopted children and 0 children who live with other family members (special guardianship).
- All relevant policies and procedures are followed for this child

**Gender Reassignment** – N/A due to the age of the children

**Sexual Identity** – N/A due to the age of the children

## Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- **Attainment**
- **Attendance**
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils.

In line with our duty to establish a minimum of three key objectives the bold areas were identified as areas where targeting action would be appropriate.

## Stage 3 : Setting Objectives

### **Attainment**

---

**Equality Objective:** To narrow the gap in attainment Disadvantaged Pupils and Non Disadvantaged Pupils in school

- Why:** The achievement of our pupils in receipt of pupil premium is now in line with the national average for this group of pupils but it is lower than other pupils in school. This is an Ofsted identified issue.
- How:** See School Improvement Plan
- Outcome** The gap between DPs and non DPs in reading, writing and maths is reduced.
- 

## **Attendance**

---

**Equality Objective:** To explore and understand the reasons for the absence and what support can be given to specific groups to begin to improve attendance rates.

- Why:** The schools attendance figures show that disadvantaged pupils on roll have disproportionately higher absentee levels than that of their peers.
- How:** Continue to carefully monitor attendance of all pupils but specifically those pupils for whom regular absence is an issue. Proactively engage with parents as soon as an issue with regular attendance is identified to find solutions to their individual problem.
- Outcome:** Increase in attendance figures in line with national averages for disadvantaged pupils