

**MAWSLEY C P SCHOOL**  
**EQUALITIES INFORMATION**

**January 2023**

The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and other settings:

**Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.

**Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people

**Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups:

Race

Disability

Sex

Gender reassignment

Age (note that the equality duties on age do not apply to education and service provision in schools)

Pregnancy and maternity

Religion and belief

Sexual orientation

In compiling this equality information we have:

- identified evidence already in the school of equality within policies and practice and identified gaps; -
- examined how our school engages with the protected groups, identifying where practice could be improved; and
- analysed our effectiveness in terms of equality.

As we have fewer than 150 staff, we are exempt from the requirement to publish equalities information regarding our employees. However, we have collected relevant information (and we continue to monitor that information) to enable us to conduct equality analysis on our employment policies and practices on an ongoing basis.

## **1. SUMMARY OF OUR EQUALITIES EVIDENCE - PUPILS**

### **Race**

In relation to race, the evidence we hold tells us that the make-up of our school population reflects that of the community from which it is drawn.

Attainment at the end of Key Stage 2 in 2022 showed that most pupils from different ethnic minority groups achieved at the expected standard in most subjects and were in line with the attainment of their peers. The school actively monitors attainment and progress of children from different ethnic minority groups and no trend or significant difference to attainment levels and progress compared between ethnic groups has been noted.

Very occasionally children may use inappropriate terms with regard to race, often these misunderstandings come from influences outside of school and we work with children to educate them quickly and sensitively. Any issues are always dealt with in an age appropriate way and with consideration to the wider social context of the child responsible. There have been no sustained incidents relating to race.

### **Disability**

We have 33 pupils with physical or mental difficulties, or both, for which the school has measures in place to meet their individual needs, these needs are recognised through diagnosis, reports and with parents have the option to add information related to disability to data collection sheets. The number of SEND pupils in school has been increasing over recent years.

In conducting our analysis, we also considered all pupils with SEN (where that SEN was not due to the pupil being gifted and talented), as pupils with SEN are deemed to be disabled for the purposes of the equality duties.

Our SEND children perform at a comparatively lower standard to their non-SEND peers due to their complex range of needs and the personalised curriculum and/or timetables that are put in place for them as a result. However all avenues of engagement and differentiation are utilised to support our SEND children to make progress and reach the individual targets that are set for their attainment.

There have been a small number of exclusions of disabled (SEND) pupils.

Attendance levels are below those of non-disabled pupils, but particular disabilities do affect attendance levels for particular pupils.

Access to extra-curricular clubs is specifically adjusted to support children with SEND, enabling them to access whichever clubs they wish to attend. Staff take specific steps to actively engage SEND pupils to encourage them to participate in our extra-curricular clubs.

## **Sex**

At the end of KS2, in Reading, the percentage of girls attaining the expected standard and above was 84%. For boys this percentage was 88%.

In Writing, 73% of both boys and girls achieved the expected standard.

In Mathematics, the percentage of girls attaining the expected standard and above was 92%. For boys this percentage was 96%.

The results of this cohort, and cohorts across the school, have been scrutinised and evaluated and, as a result, our equality objective for this year will focus on gender in order to seek to close the progress gap between the performance of the girls compared to the boys.

The annual school pupil questionnaire shows that the vast majority of girls and boys enjoy school and are very happy at school.

A significantly higher proportion of boys than girls have been excluded over the last three school years. This is due to the fact that to ensure safety of all children a very small number of boys have been excluded on multiple occasions, which was previously in line with national data as this shows higher proportions of boys being excluded than girls. Such children have been considered for alternative provisions e.g. part time timetables, 1:1 support to avoid further/permanent exclusion. The governing board are also given a full analysis of all data on exclusions.

Any incidents of bullying that have occurred and which have been brought to the school's attention have always been dealt with quickly, sensitively and appropriately and in accordance with the school anti-bullying policy. Currently there is a balance between boys and girls both in the target and instigator roles of bullying within the small numbers that were reported in 2021/22.

## **Gender reassignment**

We have concluded that this protected characteristic does not apply to any of our pupils.

## **Age**

The equality duties on age do not apply to education and service provision in schools.

## **Pregnancy and maternity**

We have concluded that this protected characteristic does not apply to any of our pupils.

## **Religion and belief**

In relation to religion and belief, the evidence we hold tells us that the make-up of our school population reflects that of the community from which it is drawn. Data sheet information tells that

the vast majority of pupils with a stated religion or belief are Christian. There are small numbers who state their religion as Muslim, Hindu and 'other'.

There have been no reported incidents of bullying or name-calling relating to religion or belief.

### **Sexual orientation**

To the best of our knowledge this protected characteristic is not relevant to any of our pupils.

### **Peer on peer abuse**

In the year 2021-22 we had 1 recorded incident of peer on peer abuse and neither child involved was from a protected category although both the instigator and experiencer were girls we do not hold significant data on peer on peer abuse to see if this is a pattern.

### **Goods and services**

We seek to ensure that the goods and services we buy are appropriate for the relevant protected groups within school.

In the year 2021/22 there continues to be a focus on our equality groups being represented in the literature and books available to our children and as such a number of new books have been bought to increase the visibility of groups such as the ethnically diverse, LGBTQ and disability categories being more significantly included.

We comply with all relevant Northamptonshire County Council requirements and best practice in relation to procurement, in order to avoid any unlawful discrimination in relation to our use of goods and services.

## **2. SUMMARY OF HOW WE CURRENTLY ENGAGE WITH PROTECTED GROUPS**

All parents and carers are encouraged to play a full part in the life of the school and, in relation to disability, reasonable adjustments to enable this will be made where appropriate. The school works with parents, carers and the community to develop positive attitude towards equality and to address any specific concerns or incidents.

We consult with staff, parents and carers and pupils about their opinions on the impact of our policies. Parents receive an annual Ofsted questionnaire about the school, and previously this has sought to find out how parents and carers view the work of the school in regard to equality. Ofsted have replaced the equality question however as a school we have had no complaints raised on the basis of any of our protected categories and in communication during parents evenings and specific SEN meetings all parent voice has viewed our support and adjustments positively.

We engage with all pupils via their day-to-day relationships with staff in the classroom and elsewhere in school. We also have an elected School Parliament which actively seeks feedback on equality issues (in an age appropriate way) and no concerns have been raised by children.

The school also seeks feedback on a regular basis from the wider community via open school community events and publicised communications on social media. Social media within the village e.g. Mawsley Village facebook page is also used to keep up to date with current issues within the local community.

We engage informally with all interested parties at school events.

### **3. SUMMARY OF OUR EQUALITY ANALYSIS**

This section outlines how effective and influential we think we currently are in achieving the three aims of this duty for each of the relevant protected groups.

#### **Race**

The make-up of our school population reflects that of the community from which it is drawn. Children from ethnic minorities do well at our School.

In our judgement, we are effective and influential in achieving the aims of the equality duty for pupils from ethnic minorities.

#### **Disability**

In our judgement, we are effective and influential in achieving the aims of the equality duty for pupils with disabilities and SEN.

#### **Sex**

In our judgement, we are generally effective and influential in achieving the aims of the equality duty in relation to pupils' gender. However, there are inequalities to be addressed in relation to attainment in Writing, Reading and Maths and this is reflected in our Equality Objective.

#### **Religion and belief**

In our judgement, we are effective and influential in achieving the aims of the equality duty in relation to pupils' religion and belief. Our RE subject leader is also seeking more representation of the wider faith community through visitors to school for RE this year.

#### **Impact of our policies and practices**

As a result of our equality analysis, the Governing Board is fully aware of its responsibility to monitor the impact of the school's work to promote equality, and this is regularly reported on at governors' meetings.

We have a rolling programme of policy review, and our Equality policy will be reviewed every two years, or earlier if necessary. As policies are reviewed and amended, governors check that the

principles stated in the School's Equality Policy are properly considered, and are embedded into both policy and practice. In this way, our governors seek to ensure that due regard is given to the promotion of equality within each policy and area of practice.

We believe that the School's policies and practices fulfil the school's obligations to those with protected characteristics in compliance with the Equality Act 2010.

Approved by the Governing Board for publication, January 2023.