

Kirkby Woodhouse School – Aspire MAT

# Equalities Policy

Revised – December 2022

Next Review Date – December 2023

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*“We are a Take Care school where children and staff discover who they are, who they can become and what is possible.”*



## Who we are:

- Kirkby Woodhouse School is a two-form entry primary school in Kirkby-in-Ashfield.
- We are a community focused school where children and adults genuinely care for one another.
- We aspire to be a high achieving school that provides an excellent education and culture of opportunity for all.
- We believe that every child is unique and valued, with their profound personal development being at the heart of all we do.
- We provide a rich and stimulating curriculum that inspires and challenges all to achieve.
- We foster warm partnerships with parents, the local community, St. John's church and local charities.

## Our School Ethos:

- We are a *Take Care School* where we encourage everyone to *Take Care of themselves., each other, the world and with their work.*
- We are inclusive, respectful and celebrate global diversity.
- We provide excellent care, guidance and support to enable our children to keep themselves happy, healthy and safe in their adult lives.
- We educate children on the importance of their well-being today and in their future.

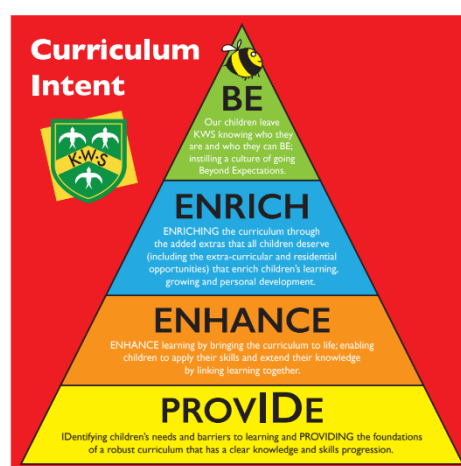


Kirkby Woodhouse School strives to be an inclusive community where children grow, learn and achieve together. Our High-5 values are embedded in all our learning experiences and underpin the language that we use with children to re-enforce the learning behaviours and core values that we believe will allow them to discover who they are, who they can become and what is possible.

- **Taking Care** of ourselves, each other, the world and with our work.
- Acting with **Integrity** and doing the right thing as a role model for our peers and community.
- **Working together** to build relationships with others and celebrate the joy and opportunity of new ideas.
- **Challenging ourselves** to achieve the best we can and **Challenging others** when our core values are not upheld.
- **Being Engaged** in our work and with each other to promote creativity, diversity and inclusivity.

Kirkby Woodhouse School strives to provide a curriculum offer that provides an excellent education for all.

- It **PROVIDES** a clear progression framework for all subject areas that synthesises procedural, declarative and experiential knowledge to allow all children to engage in learning in a purposeful and exciting way.
- It **ENHANCES** learning by linking learning across multiple subject areas to ensure that learning is fun and provides multiple opportunities for learning to be revisited and support new learning.
- It is **ENRICHED** through a comprehensive residential and trip program that supports learning beyond the classroom.
- It allows children to go **Beyond Expectations** and discover what is possible.



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## 1. Equality Statement

At Kirkby Woodhouse School we aim to ensure that: All pupils and members of staff are provided with opportunities to fulfil their potential whatever their sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Kirkby Woodhouse School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. These principles apply to all members of the extended school community – pupils, staff, governors, parents and community members.

Through our school ethos, curriculum and community links, we will work towards:

- a common vision
- a sense of belonging for all
- similar life opportunities for all
- strong and positive relationships between different communities.

We conduct a programme of ‘quality control’ lesson observations to monitor provision and pupil progress data within each year group which is carefully scrutinised throughout the year. End of year information, including performance data as presented by ASP and FFT, is analysed by the school leadership team, in collaboration with the governing body. We also aim to conduct annual pupil, staff and parent questionnaires. All of this informs our current view that there are no identifiable groups of children across the school who are either under-performing or who feel discriminated against. We are never complacent and we are committed to working diligently in line with following Equality Objectives, as well as the action points identified in our School Development Plan.

In line with the Public Sector Equality Duty 2011, our Equality Objectives for 2019-2023 are below:

- We treat all children and adults with courtesy, respect, integrity and dignity.
- We challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others.
- We strive to ensure all children make at least ‘good’ academic progress on their journey through the school and if any under-achievement is identified in any particular group we put action in place to rectify this.

- We promote the issues of equality and diversity as a key part of spiritual, moral, social and cultural development through all appropriate curricular opportunities, including experiences both in and beyond the school.
- We ensure that all school staff are alert to identifying where a pupil or family might be experiencing disadvantage, in order that remedial action might be taken.

Please see further information within this policy for information on how we action these. (Appendix 1)

## 2. School Context

Kirkby Woodhouse is an above-average size primary school. The school is in an ex-mining area. We are in the Ashfield district, which is amongst the 40% most deprived neighbourhoods in the country (2019 we were 10.289 out of 32,844).

We are a 2-form entry school, with Nursery provision from 3yrs. We offer the 30hrs provision in our Nursery for up to 16 children. Our pan is 60 pupils in Reception to Y6. Our capacity is 420 pupils from Reception to Y6. Historically our pupil numbers are stable and mobility factors are very low. This remains the case. The only changing factor this year (2022-2023) is the dip in our Reception numbers. This seems to be a common situation across primary schools in the local area and county wide.

As of 1<sup>st</sup> May 2017, the school chose to become an Academy, as part of the Aspire MAT. This is a primary school-based MAT, where the 7 schools have a shared aim and vision based on strong ethos and values.

Our current statistics:

	Total	Boys	Girls	PP (ever 6)	Current FSM	LAC	PLAC	SEN with EHCP	SEN other	EAL	BME
NUR	21	11	10	0	0	0	0	0	5	0	0
REC	45	23	20	7	7	0	0	1	6	1	4
Y1	60	27	33	12	6	0	6	0	4	3	6
Y2	60	30	30	12	10	0	2	0	3	1	2
Y3	55	30	25	11	11	2	0	1	4	3	3
Y4	54	29	25	14	9	0	3	1	6	0	2
Y5	61	26	35	16	14	1	1	0	5	3	8
Y6	60	27	33	10	5	0	4	0	6	1	4
Total	416	205	211	82	62	3	16	3	39	12	29
School %		49.27%	50.73%	20.76%	15.69%	0.76%	4%	0.72%	9.37%	2.88%	6.97%

## 3. Legislation and guidance

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

## 4. Legislation and guidance

This document meets the requirements under that following legislation:

- [The Equality Act \(2010\)](#), which introduced the public sector equality duty and protects people from discrimination;
- [The Equality Act 2010 \(Specific Duties\) Regulations \(2011\)](#), which require schools to publish information to demonstrate how they are complying with the public sector duty and to publish equality objectives.

This document is also base on Department for Education (DfE) guidance: [The Equality Act 2010 and schools \(2014\)](#).

This document also complies with out funding agreement and articles of association.

## 5. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher.

The governors will:

- Meet with the designated member of staff for equality (Head Teacher) every academic year and other relevant staff members, to discuss any issues and how these are being addressed;
- Ensure they're familiar with all relevant legislation and the contents of this document;
- Attend appropriate equality and diversity training;
- Report back to the full governing body regarding any issues.
- Governor Link – Chair of Governors.

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils;
- Monitor success in achieving the objectives and report back to governors;
- Support in identifying any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives set out in section 10.

## 6. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non- discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every Autumn Term.

The school has a designated member of staff for monitoring equality issues (Head Teache), and an equality link governor (Chair of Governors). They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **7. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act (2010), the school aims to advance the equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will, where relevant:

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

## **8. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and relationships and health education (RSHE), but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our School Council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures;
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **9. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip or activity:

- Cuts across any religious holidays;
- Is accessible to pupils with special educational needs or disabilities;
- Has equivalent facilities for boys and girls.

## **11. Monitoring arrangements**

The Head Teacher and nominated equalities link governor will update the equality information we publish, at least every year.

The document will be reviewed by the Head Teacher and governing body at least every 4 years.

## **12. Links with other policies**

This document links to the following policies:

- RSHE Policy
- SEND policy
- Aspire Behaviour Policy
- KWS Ethos and Values
- KWS Curriculum

# APPENDIX 1: Equality Objectives

## Governor Update 2021

- At Kirkby Woodhouse School – Aspire MAT, we conduct a comprehensive programme of ‘quality control’ lesson observations to monitor provision and pupil progress data for each identified characteristic within each year group which is carefully scrutinised on a termly basis.  
We have a thorough termly monitoring plan in place. So far this year (Autumn Term 2021) we have carried out several subject ‘deep dives’ alongside our CEO. This quality control is to look carefully at how well KWS delivers teaching and learning. The feedback from our CEO also informs our governors. In addition to this, we have also carried out several learning walks in the core subjects, which includes a focus on phonics and early reading.
- End of year information, including performance data as presented by ASP and FFT, is analysed by the school leadership team, in collaboration with the governing body.  
The latest school performance data to governors is from 2019 (the last time SATs were published due to Covid). The following data is an extract from the SEF:

### End of EYFS

	2016	2017	2018	2019	
GLD	56.9%	57.4%	65%	63.5%	School
	-----	68%	70%	68%	Distict
	69%	70.7%	72%	71.8%	National

Since 2016 (in fact back to 2014) we have seen an upward trend in the percentage of children achieving GLD. Although in 2019, there was a 2% dip from 2018, this is still an achievement from the historic data in the 50% bracket. The progress our children make from their starting points in Nursery (as noted on page4) is very positive.

### End of KS1

	2017	2018	2019	
Reading	67.2%	71%	69%	Expected Standard
Writing	60.3%	64%	66%	
Maths	70.7%	72%	74%	
Reading	20.7%	22%	24%	Higher Standard
Writing	10.3%	12%	10%	
Maths	12.1%	16%	21%	

	2016	2017	2018	2019
Y1 Phonics	70%	81%	81%	72%

In reading, writing and maths, we maintained an upward trend with the percentage of children achieving the expected standard and higher standard.

There were 4 children who scored 28, 30, 31 in the Y1 phonics screening check, which would have given us 79% instead of 72%, which is more in keeping with our previous results. After the Y2 re-checks, we had a 91% pass rate, which was in line with national.

### End of KS2

	2017	2018	2019
Reading	0.07 Average	0.58 Average	-0.84 Average
	Local -0.10	Local -0.26	Local -0.11
	National 0.00	National 0.03	National 0.03
Writing	1.36 Average	1.96 Ab Average	1.96 Ab Average
	Local 0.27	Local 0.25	Local 0.39
	National 0.00	National 0.03	National 0.03
Maths	-0.54 Average	2.91 Ab Average	2.41 Ab Average
	Local 0.03	Local 0.06	Local 0.08
	National 0.0	National 0.03	National 0.03

	2017	2018	2019	
Reading	72%	71%	59%	Expected Standard
Writing	86%	89%	83%	
Maths	72%	80%	80%	
GPS	79%	88%	68%	
Reading	9%	14%	10%	Higher Standard
Writing	5%	9%	7%	
Maths	11%	30%	22%	
GPS	9%	14%	12%	

- Progress was above average in writing and maths and average in reading.
- 6 children in the Y6 cohort in July 2019 had a standardised score of 97, 98 or 99. Had those 6 children met the expected standard, we would have got 71%, which matched July 2018's reading SATs.
- In terms of GPS, we had 7 children (6 of whom scored 99 and 1 scored 98) which would have given us 17% more, which would have been 80% rather than 63%.

- We also conduct annual pupil, staff and parent questionnaires.
  - Parent questionnaires – March 2022
  - Staff and Pupil questionnaires – May 2022
  - The HT shares her email address with parents on the newsletters should they have any comments, suggestions, concerns or questions.
  - Open Door Policy for staff to share any comments, suggestions, concerns, questions – ongoing open dialogue with the staff team.
  - School Council meet regularly to represent the pupil voice of the school.
- All of the above informs our current view that there are no identifiable groups who feel discriminated against.

Our school ethos and values stands for the profound personal development of all children. We are a school where we seek provide a culture of opportunities, participation, and ambition. We believe that all children deserve to experience a broad range of opportunities because this shapes them as people and provides ambition and aspiration for their future.

- We are, however, far from complacent and we are committed to working diligently in line with following Equality Objectives, as well as the action points identified in our yearly School Development Plan.

In line with the Public Sector Equality Duty 2011, our Equality Objectives are as follows:

- Objective 1  
We treat all children and adults with courtesy, respect, integrity and dignity.
- Objective 2  
We challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others.
- Objective 3  
We strive to ensure all children make at least 'good' academic progress on their journey through the school and if any under-achievement is identified in any particular group we put actions in place to rectify this.
- Objective 4  
We promote the issues of equality and diversity as a key part of spiritual, moral, social and cultural development through all appropriate curricular opportunities, including experiences both in and beyond the school.
- Objective 5  
We ensure that all school staff are alert to identifying where a pupil or family might be experiencing disadvantage, in order that remedial action might be taken.