

**Equality information and objectives
2022-23
& Annual Data report 2022**



Yattendon School
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Approved by:	Due for adoption FGB Spring 2023	Date:
Last reviewed on:	07/1/2023 (RB)	
Next review due by:	Spring term 2024	

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Equality Objectives				
	Overview	Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective (to be completed at the end of the three years)
Objective 1	To reduce the gender gap in English from entry point to exit point.	The achievement gap between boys and girls in reading, writing and maths is broadly in line with national trends.	<p>To investigate strategies which can be used in KS2 to promote better outcomes for boys in reading and writing;</p> <p>To improve the quality of resources to tackle motivation for reading, especially for reluctant boy readers;</p> <p>To ensure data tracking looks at outcomes for boys in reading and writing and that the Closing the Gap Strategy Lead teachers have a clear picture on the progress of the identified boys.</p>	
Objective 2	To increase the diversity of books available for all children to read.	Through a systematic review of our environment and a focus on resources chosen for teaching we have identified under representation of children and families with protected characteristics.	<p>To participate in the University of Surrey's 'Widening Participation' activities and benefit from the 'Representative Reads' initiative;</p> <p>To ensure that the diversity of authors and characters is a key factor when creating the Yattendon Reading spine;</p> <p>To audit the books already available</p>	
Objective 3	To ensure that all children see themselves positively represented in the school environment.	Through a systematic review of our environment and a focus on resources chosen for teaching we have identified under representation of children and families with protected characteristics.	<p>To audit the learning environment and resources currently available;</p> <p>To explore diversity training to be undertaken with staff;</p> <p>To liaise with other schools in more diverse areas regarding the resources they purchase</p>	

1. Aims and Objectives

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

2. Legislation and guidance

This document meets the requirements under the 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 equality duty and to publish equality objectives

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

3. 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
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

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

The designated member of staff for equality (the Deputy Head Teacher) will:

- Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor twice yearly to raise and discuss any issues
- Support the Head Teacher in identifying any staff training needs, and deliver training as necessary

All school staff will

- Read and have regard to this document and work to achieve the objectives as set out in section 1
- Challenge any practice which does not support the aims or objectives of this policy by reporting to their line manager/ Head Teacher

4. Our main equality challenges

We hope that the following objectives will address the issues that we are most concerned about.

- ✓ To establish effective systems to communicate the school's equality duties.
- ✓ To ensure that all pupils make progress including vulnerable groups
- ✓ To ensure that there are sufficient opportunities within the school's curriculum to address equalities issues
- ✓ To continue to ensure that displays are reflective of the school community.
- ✓ To monitor bullying and harassment of pupils and staff by race, disability and gender, and is this information used to make a difference to the experience of other pupils
- ✓ To ensure that all pupils are given similar opportunities with regards to clubs.
- ✓ To allow equal access to information for all parents
- ✓ To ensure the school environment is as accessible as possible to pupils, staff and visitors to the school.

5. How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we advance equality of opportunity:

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We do our best to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy and record all incidents of behaviour that does not comply with our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed.
- We have a school anti-bullying policy that sets out how we will eradicate bullying in school.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational

need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

- We have a special educational needs and disability policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils as far as is reasonably possible.
- Our admission arrangements are in line with Surrey County Council policy for admitting pupils with Statements and/or EHCP Plans
- Our complaints procedure sets out how we deal with any complaints relating to the school and is published on the school website.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that is published in the staff handbook and issued annually to all staff
- We operate a staff induction programme for new staff.
- We have a Safer Recruitment policy, Pay policy and Appraisal policy which encompass equal opportunities
- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned SMSC programme (including Circle time)
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- We ensure that the curriculum challenges racism and stereotypes
- We organise special events for all our community to take part in
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain. We promote the following values: Courage, Love, Humility, Simplicity, Thoughtfulness, Tolerance, Responsibility, Peace, Co-operation, Happiness, Respect and Honesty.

Disability

We are committed to working for the equality of people with and without disabilities.

- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them.
- As far as is reasonably possible we are committed to carrying out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils. The school recognises the physical limitations of the school environment and takes every opportunity to accommodate individual needs wherever possible.

- We work closely with medical professionals, physiotherapists and families and prescribe individual programmes to help learners understand their disability and overcome barriers to their learning.

Gender

We are committed to working for the equality of men and women.

- The progress and attainment of pupils by gender is monitored regularly.
- We identify and address barriers to the participation of boys and girls in activities.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their child's learning and progress.

6. 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 personal, social, health and economic (PSHE) education, 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 strive to identify and initiate links with people and groups who have specialist knowledge about particular characteristics, which helps develop and inform our approach. We are always happy to establish new links with others who are able to help the school adhere to the Equality Act 2010.

7. Consultation and engagement

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability and ensure that all pupils are aware of each other's disabilities.

- The support of charitable projects meeting the needs of the diverse communities

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Weekly 'Friday Flyer' bulletin outlining key issues and achievements for the school, encouraging parent and community engagement both with individual pupils and with the school as a whole.
- SEND Parent Forums
- Parents Forum meetings
- Anti-bullying week in school
- Curriculum Information Sessions
- 'Come dine with me'
- Parents invited to class assemblies and awards assemblies.
- Surveys, questionnaires and verbal consultations.
- Continuous development of the school website
- Parents evenings and open evening sessions for new families joining the school
- A selection of policies are available on the school's website
- The Headteacher is available to discuss the policy with individual parents, staff, and governors.

8. Consideration of equality issues when making decisions

- Ensure that all the curriculum areas make the best possible use of all that is on offer from a cultural and ethnic perspective in our local area.
- Our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural community.
- To continue to promote collaboration between the different groups and celebrate difference.
- We ensure we respond and monitor any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Both male and female parents and carers are involved in the work of the school and contribute to their children's learning and progress.

9. Monitoring arrangements

The Deputy Head Teacher will informally review the equality information we publish every year and this document will be reviewed and approved by the full governing body at least every three years.

Equality Information and Objectives

ANNUAL DATA REPORT: 2023

Part 1a: Information about the pupil population (as at Autumn 2023 Census)

Number of pupils on roll at the school: 389

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

There are pupils at our school with different types of disabilities and these include:

- Autistic spectrum disorders
- ADHD
- Speech Language and Communication Needs
- Diabetes
- Hypermobility
- Severe Allergies
- Mental Health difficulties

Pupils with Special Educational Needs (at Autumn 2023 Census)		
	Number of pupils	% of school population
No Special Educational Needs	331 (code N)	85.1%
SEN support	49 (code K)	12.6%
Education Health Care Plan	9 (code E)	2.3%
Total SEN Pupils	58 (K & E)	14.9%

Pupil Ethnicity

Pupils on roll by Ethnicity in the school are (at Autumn 2023):

Ethnicity	Number of pupils	% of school population
Other Asian background	8	2.1%
Other Black background	2	0.5%
Other Ethnic group	4	1.0%
Other Mixed background	8	2.1%
Bangladeshi	3	0.8%
Black – African	16	4.1%
Chinese	1	0.3%
Gypsy/Roma	3	0.8%
Indian	11	2.8%
Pakistani	4	1%
Refused	2	0.5%
Traveller of Irish Heritage	11	2.8%
White – British	253	65%
White – Irish	2	0.5%
White and Asian	11	2.8%
White and Black African	10	2.6%
White and Black Caribbean	7	1.8%
White European	21	5.4%
White Other	12	3.1%

Pupil Language

The pupil's current first languages in the school are (at Autumn 2023):

Ethnicity code	Description	Number of pupils	% of school population
BNG	Bengali	1	0.26%
BUL	Bulgarian	2	0.51%
ENG	English	343	88.4%
GER	German	1	0.26%
GUJ	Gujarati	2	0.51%
HIN	Hindi	1	0.26%
KNK	Konkani	1	0.26%
KUR	Kurdish	1	0.26%
POL	Polish	4	1.03%

POR	Portuguese	2	0.51%
REF	Refused	5	1.29%
RMN	Romanian	6	1.51%
RUS	Russian	2	0.51%
SHO	Shona	1	0.26%
SLO	Slovak	2	0.51%
SPA	Spanish	3	0.77%
TAM	Tamil	1	0.26%
TEL	Telugu	3	0.77%
TGLF	Filipino	1	0.26%
TUR	Turkish	4	1.03%
UKR	Ukrainian	1	0.26%
URD	Urdu	2	0.51%

Pupil Religion and belief: (at Autumn 2023):

Religion	Number of Pupils	% of school population
Buddhist	2	0.51%
Christian	147	37.79%
Hindu	11	2.83%
Muslim	25	6.43%
Sikh	1	0.26%
Other religion	10	2.57%
No religion	178	45.76%
Refused	15	3.86%

Pupil Gender (at Autumn 2023):

Gender	Number of Pupils	% of school population
Male	200	51.4%
Female	189	48.6%

Information on other groups of pupils (at Autumn 2023):

We aim for all our pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support. In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Identified Group	Total	% of school population
Number of pupils eligible for free school meals	50	12.9%
Service Children	1	0.26%
Looked after children	2	0.5%
Post-looked after children	2	0.5%

Part 1b: Information about the staff population (at Autumn 2023)

Number of staff on payroll: 53

Staff by gender:

Gender	Staff no.	Percentage
Male	5	10%
Female	48	90%

Staff by ethnicity:

Code	Ethnicity	Staff no.	Percentage
APKN	Asian or Asian British, Pakistani	0	0%
BAFR	Black or Black British, African	1	2%
BCRB	Black or Black British, Caribbean	0	0%
MOTH	Mixed, any other mixed background	0	0%
MWAS	Mixed, White & Asian	1	2%
OOTH	Any other ethnic background	2	4%
WBRI	White British	47	88%
WOTH	White, other White background	2	4%

Equality Impact Assessment

In line with the Equality Act 2010 and our Equality Policy, the school will informally assess to show we have actively considered our equality duties in order to ensure no individual with protected characteristics is excluded from an activity. We will ask ourselves relevant questions when planning trips and activities through an 'Equality Impact Assessment'. Although it is not formally recorded, this 'checklist of questions' must be considered by the lead member of staff organising the trip/activity and subsequently completing the risk assessment.

If there are any implications associated with these questions, measures must be put in place. This will be dependent on the trip, the cohort of children and the individual circumstances of those attending the trip.

Checklist Questions:

1. Could there be a negative impact on any child who has protected characteristics as a result of this trip/activity? For example: Does the trip/activity cut across any religious holidays; Is the trip/activity accessible to pupils with disabilities? Are there equivalent facilities for boys and girls
2. Could the trip/activity increase any inequalities that already exist? For example: the trip/activity occurs on the same day as a religious festival; there are facilities for boys to get changed but not girls; the trip/activity does not enable a child who uses a wheelchair to access all experiences.
3. Is there potential by making adjustments or alternative arrangements which enable the trip/activity to have apposite impact by reducing or removing inequalities or barriers that already exist?

Protected Characteristics

