



**Cornerstone Church of England
(VA) Primary School**



*Building our Community with Love,
Forgiveness & Hope*

SINGLE EQUAL OPPORTUNITIES POLICY <i>(Including Equalities Information and Objectives)</i>			
Reviewed By	Resources, Pay and Personnel	Authorised By	Resources, Pay and Personnel
Last Review	Summer 2020	Date	14/07/2020
Next Review	Summer 2021	Review Cycle	Information: Annually Policy: Tri-Annually

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

This policy is rooted in our school Values of Love, Forgiveness and Hope. Staff at Cornerstone show **Love** in the way they present a positive role model and treat the pupils and members of the school community with care and respect. Pupils and staff show **Forgiveness** towards others for mistakes they have made and apologised for and support them to learn from these mistakes. All members of the community have **Hope** that everyone can grow and develop as thoughtful and considerate people to ensure that Cornerstone is an inclusive, enjoyable and safe environment for all.

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.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

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, ethnicity, 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.

School Context

Cornerstone CE Primary School is a one form entry primary School which opened on a temporary site in September 2013. We currently have 185 pupils on role in seven classes. The school is situated near the Business Park in Whiteley which is a town just off Junction 9 of the M27.

The majority of our pupils live within Whiteley, although some live near the north west area in Whiteley (near the Whiteley Village shopping centre) as we have dual geographical points for measuring distances from home to school in our Admissions policy. A high proportion of homes are privately owned.

County data suggests that local birth rates have risen in recent years, and Cornerstone CE Primary School has been built to accommodate this increase. There is planned expansion of the town of Whiteley which will result in our school being relocated to a new site in the north west of the town in future years, where it will occupy a permanent building which can accommodate a three form entry intake.

The majority of our pupils attend a pre-school prior to entry.

The socio-economic backgrounds within the school are pre-dominantly White British. We have no children who are looked after by the Local Authority and two children who have Child Protection Plans. We have a small number of pupils who have English as an Additional Language and receive support for their learning from the Local Authority EMTAS service. The percentage of pupils who are entitled to Pupil Premium funding is below the national average. Attendance rates for last academic year were better than the national average.

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
- Whether or not English is their first language
- 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 note 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 note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note 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 through Pupil Voice Groups; 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 foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

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 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

All schools must re-publish equality information contained in Appendix A annually.

All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information,.

However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims 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).

☐ We also involve staff, pupils, parents and others in the following ways:

- parent questionnaires
- Pupil Voice groups
- staff surveys
- dialogue with parents representing pupils with particular protected characteristics
- contact and advice from the Local Authority

Formatted: Bullets and Numbering

Pupil-related data

The school uses a clear system of 'Cornerstone Rules' to promote positive behaviours and self-responsibility. These are rewarded through mentions in the 'Special Mentions Book' weekly. The data for the 'Special Mentions Book' from Autumn term 2019 is as follows:

	Total	Male	Female	Disadvant aged	SEND	EAL
Autumn 2019	209	110	99	14	28	8
<i>Number of pupils</i>	<i>188</i>	<i>97</i>	<i>91</i>	<i>13</i>	<i>25</i>	<i>11</i>
Average Autumn 2019	1.11	1.13	1.09	1.08	1.12	0.73

Due to the small number of pupils it is not appropriate to share attainment and progress data currently as this may identify individual pupils.

Attendance for the school year 2018-2019 was 97%. This data is also shown in the following sub-groups:

Girls	Boys	Disadvantaged pupils	Forces families pupils
		93.5%	95.9%

There have been no exclusions in the Autumn and Spring terms of 2019-2020. There have been 4 allegations of bullying, during the same time period, which have been investigated and are being monitored.

61.8% of our pupils (115 pupils) attended an after-school club in Autumn term 2019. 68 girls (35.6% of pupils) attended clubs and 47 boys (25.3% of pupils) attended clubs. The single child with physical disabilities attended a club during this term.

All pupils except Year R participate in Pupil Voice Groups to enable pupils to have an opportunity to express their thoughts and views on a range of topics: these include our school rules

Our latest Parent survey (Summer 2019) responses are as follows (out of a total of 45 responses)

My child enjoyed this year at Cornerstone.

Strongly agree	Agree	Disagree	Strongly disagree
28	12	5	

My child is making good progress with their learning.

Strongly agree	Agree	Disagree	Strongly disagree
23	21	1	

Cornerstone helps me to support my child's learning.

Strongly agree	Agree	Disagree	Strongly disagree
21	23	2	

My child is well taught at Cornerstone.

Strongly agree	Agree	Disagree	Strongly disagree
26	18	1	

I've found the information the school has shared with me about my child's learning useful (e.g. Parents Evenings and Reports)

Strongly agree	Agree	Disagree	Strongly disagree
17	22	6	

Cornerstone ensures my child is safe and well looked after at school.

Strongly agree	Agree	Disagree	Strongly disagree
21	21	3	

The children at Cornerstone are well behaved.

Strongly agree	Agree	Disagree	Strongly disagree
8	31	4	1

Cornerstone children and staff regularly show the school's values of Love, Forgiveness and Hope.

Strongly agree	Agree	Disagree	Strongly disagree
18	23	1	

The school's leaders do an effective job.

Strongly agree	Agree	Disagree	Strongly disagree
17	24	4	

Information	Evidence and commentary
Attendance by gender 2016-2017	Girls attendance was: 96.8% Boys attendance was:95.7%
Attendance by gender 2017-2018	Girls attendance was: 96.2% Boys attendance was: 96.7%
Participation in After School Clubs Autumn 2019.	99.3% of pupils attending after school club are not disabled and 0.7% of pupils attending are disabled. This is broadly reflective of the school community.

Other information

Information	Evidence and commentary
Governor representation as at April 2019	57% Female, 43% Male

Qualitative information

All staff have access to the full list of agreed school policies through the secure online Microsoft Teams school system which enables greater flexibility of access and allows the use of enabling technologies.

As a Church of England school the acts of Collective Worship that the children experience encourage them to consider social, moral, spiritual and cultural issues and dilemmas, and actively promote equality, treating all people fairly and tackling discrimination. Aspects of SMSC are also part of the wider curriculum of the school within which staff and pupils consider the needs of those who may be different to themselves.

The school has published various policies on the school's website: <http://cornerstoneprimary.hants.sch.uk/> . These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty. On request every policy is available electronically for a screen reader, in large print or in braille.

Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims 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).

We have also involved staff, pupils, parents and others in the following ways:

- Parent surveys
- Parentview
- Y1-Y6 Pupil Voice Groups
- Staff surveys
- dialogue with parents representing pupils with particular protected characteristics

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To ensure that pupils who received less in school learning opportunities during the Covid-19 Pandemic are supported to make progress by July 2021 to reach their attainment level from July 2019.

NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.

Date of publication: Summer 2020

Date for review and re-publication: Summer 2021

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.