



A school where every child can 

Kirk Langley CE Primary School

Equalities Policy

Version History	
Date	Detail
Autumn 2023	Agreed by staff Approved by Governors
Review Autumn 2024	

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

SCHOOL EQUALITIES POLICY

(including Equalities Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as a provider of education.

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.

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

Kirk Langley Church of England Primary School is a small primary school serving the local community of Kirk Langley, Langley Country Park and lie between the town of Ashbourne and the City of Derby. The school has close links with St Michael's Church. The school's reputation for providing an all-round education for the children has grown and is well respected in the local community.

The school is a half form entry school with 91 pupils on roll (Sept 2023). The pupil admission number is 105

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
- 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 or not they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

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 all stakeholders 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 at school council; 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 the curriculum and associated lessons
- support pupils in their class who have additional needs

The Governing Body believes that fairness and consistency of judgement is essential to the operation of our school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.

All policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy. In all dealings we respect the strict code of confidentiality that underpins our school ethos.

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 have also involved other stakeholders in the following ways:

- Involvement through Pupil Conferencing
- Parent Questionnaires
- Staff survey
- Contact with parents representing pupils with particular protected characteristics

Pupil Related Data

Information	Evidence and Commentary	
	School 2023	National ASP 2019
No. on Roll	91	282
Gender	Boys – 53.1%	51%
	Girls – 46.9%	49%
Pupils known to be eligible for Free School Meals	6.9%	23%
Pupils from minority ethnic groups	14.4%	33.8%
Pupils from various ethnic backgrounds	78.5% White British 0.9% White / Black African 3.3% Other white 2% Black African 2.3% White and Asian 1.3% Other mixed 2.6% Other Asian 0.3% Indian 0.3% Any other ethnic group 0.7% Gypsy/Roma/Traveller 6.2% Preferred not to say	33.8%
Pupils with SEN Support	4.9%	12.6%
Pupils with EHC Plans	2.6%	1.6%
Pupils from Service families	2.6%	n/a
Pupils with English as an additional language	3.6%	21.2%
Attainment by Gender	% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6 2023)	
Male	70%	60%
Female	80%	70%
Attainment – Ethnic group (three largest groups in school)	% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6)	
White British	82%	n/a
White Other	0%	n/a
Indian	0%	n/a
Attainment - by Disability/SEN	% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6)	
No SEN	72%	74%
SEN with EHC Plans	100%	65%
SEN Support	14%	65%
Attendance by Gender	% sessions missed due to overall absence	
Male	5%	8.6%
Female	5.8%	7.9%
Attendance by race	% sessions missed due to overall absence	
White British	2%	
Other Ethnic Group	2.9%	
Chinese	n/a	
Indian	0%	

Black-African	0.5%	
White/Black	2.2%	
White/Asian	0.1%	
Other White	2.4%	
Other Asian	1.3%	
Other Mixed	0.3%	
Gypsy/Roma	0%	
Attendance Disability/SEN	by	% sessions missed due to overall absence
No SEN	2%	3.6%
SEN Support	0.5%	5.3%
SEN with statement or EHC Plan	2.6%	7%

Information Evidence and commentary

Statistics are shown as percentage proportions which vary depending on the size of a cohort

Attendance By Group 2022/2023 to date		
	SCHOOL 2022/23	NATIONAL 2022/23
All	96.38	94.00
Boys	95.87	
Girls	96.73	
SEN Support	95.27	
SEN Statement/EHCP	0	
Non-SEN	95.78	
FSM/Ever 6	93.27	
Non-FSM	96.60	
EAL		

BEHAVIOUR AND ATTENDANCE 2022/2023	
Behaviour Incidents	Physical towards another child 0% Defiant behaviour or refusal 0% Exclusions 0%
Participation in the School Council/ECO Council byFSM/PP 2022/23	62% Boys 39% Girls 1% FSM 0% Service 0% EAL 0% CIC 1% SEN
Participation in After School Clubs (Based on Autumn Term 2023/2024)	After School Activities organized and led by RS Sports' Coaches

Other Information	
Information	Evidence and commentary
Staff Data 2022/2023	As our school employs less than 150 members of staff, the Governing Body is not required to publish information in relation to our staff.
Governor Representation	100% White British 50% female 50% male

Qualitative information

The school publishes the following on our website:

- Various school policies evidencing the school's commitment to the principles outlined in this policy including: the Admissions, Child Protection, Special Educational Needs, Teaching and Learning, Grievance Procedures, Whistleblowing and Complaints some of which can be found on the school website.
- Information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures.
- The school analyses attainment and progress of pupils by a variety of characteristics including: gender, Ever 6, SEN, Service, EAL and LAC.
- The school promotes the ethos of respect and inclusion
- The school has many links with the local community
- The school regularly revises its curriculum to ensure that it engages all groups.

All of the above evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Equality Objectives 2023/2024

Appendix B

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 Kirk Langley Church of England Primary School will publish detail on progress towards these objectives on an annual basis and is committed to publishing this detail on our website.

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

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

Having referred to and analysed our equality information, we have set ourselves the following objectives:

OBJECTIVE 1:

To actively close gaps in attainment and achievement between pupils and all groups of pupils; especially pupils eligible for free-school meals, pupils with special educational needs and disabilities and pupils with social care needs.

To achieve this objective we plan to:

- Modify provision in order to meet all children's needs and interests. Introduce more specific interventions for Literacy and Numeracy.
- Improve parental engagement by enabling Parents to support their child's Home Learning.

OBJECTIVE 2:

To secure 'good to better than' progress and outcomes for all children through staff development and coaching and with consistency across the whole school, particularly in English and Maths.

To achieve this we plan to:

- Maximise the skills of the school's most valuable resources (staff) through increased effective dialogue about children's learning.
- Increase the awareness of roles and responsibilities in relation to the children's learning, both at a strategic level and at class teacher and support staff level on a day to day basis.

OBJECTIVE 3:

To promote cultural development and understanding through a rich range of experience, both in and beyond our school.

To achieve this objective we plan to:

- Engage in an ongoing programme of visits in and across the community we serve and to host a regular programme of visitors to our school to share different perspectives, faiths and cultures.

Date of publication: Autumn 2023

Date for next review and re-publication: Autumn 2024