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Governor Name: S Attrill Signature: S Attrill

## King's Stanley Church of England Primary School

### Single Equality Policy (including Equalities Information and Objectives)

Kings Stanley Church of England Primary School (KSPS) recognises its obligation in relation to the Public Sector Equality Duty (PSED). To comply with this Duty, we will set ourselves equality objectives every four years (appendix A), keeping them under review (Appendix B), and annually publish information (Appendix C).

We recognise that the PSED has three aims, and requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic<sup>1</sup> and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it

Public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees (<https://www.gov.uk/guidance/equality-act-2010-guidance>). Therefore we undertake to monitor how well we meet these aims and how we can improve through:

- The delivery of the school curriculum
- Teaching strategies
- Policies and practice in relation to admissions and attendance (see also Admissions Policy)
- Policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Policies and practice relating to pupil behaviour (see also Behaviour Policy)
- Partnership with parents, carers and the wider community.

#### Roles & Responsibilities

The Governing Body is responsible for ensuring KSPS complies with legislation, this policy is implemented and procedures are in place to deal with any concerns or unlawful action that arises. The Headteacher is responsible for implementation of this policy and ensuring that all staff are given appropriate training, support and information to comply. The Headteacher is also responsible for taking appropriate action in any cases of unlawful behaviour.

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<sup>1</sup> Equality Duty covers the following protected characteristics: race (this includes ethnic or national origins, colour or nationality), disability, sex, gender-reassignment, age, pregnancy and maternity, sexual orientation, religion and belief (this includes lack of belief) and marriage and civil partnership (but only in respect of the requirement to have due regard to the need to eliminate discrimination).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85041/equality-duty.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85041/equality-duty.pdf)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85049/specific-duties.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85049/specific-duties.pdf)

#### NOTE:

Having due regard to the need to **advance equality of opportunity** involves considering the need to:

- remove or minimise disadvantages suffered by people due to their protected characteristics;
- meet the needs of people with protected characteristics; and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

**Fostering good relations** involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85041/equality-duty.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85041/equality-duty.pdf)

## Appendix A

### Equality Objectives: May 2018 (until May 2022)

To fulfil our legal obligations, KSPS is guided by a number of principles and our core Christian Values of Respect, Responsibility, Perseverance and Courage:

- All, pupils, families, staff and governors are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We aim to reduce and remove inequalities that already exist
- We set ourselves specific and measurable Equality Objectives

Having analysed both our equality information as published and information from other sources, we have set ourselves the following additional objectives:

Objective 1: To provide access to Continual Personal Development for **all** staff.

Objective 2: To ensure pupils experience cultures, religions and communities beyond our own and to look into a 'twin' school relationship.

Objective 3: Governors will strive to improve the diversity of the Governing Body.

Objective 4: Following analysis of SATs data we will ensure that middle attaining children make at least equal progress as their higher or lower attaining peers

## Appendix B

### Previous Equality Objectives Review, 18.05.18

Objective 1: Achieved

Objective 2: Achieved. CPD is provided at staff meetings, for individuals on request or in line with SDP.

Objective 3: achieved through visiting guest speakers and trips to for example a mosque and synagogue. Continued support to Kavuka school in Kenya.

Objective 4: Partially achieved. More male presence. Aspiration to include a wider community representation.

#### NOTES:

The specific duties require public bodies to prepare and publish one or more specific and measurable equality objectives which will help them to further the three aims of the Equality Duty.

When deciding what equality objectives to set, a public body should take into account evidence of equality issues across all its functions; consider issues affecting people sharing each of the protected characteristics; and think about each of the three aims of the Equality Duty.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85049/specific-duties.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85049/specific-duties.pdf)

Appendix C

Equality Information 2021

<p>Number of Pupils</p>	<p>Total of 205 at May 2021</p> <p>89 Female    116 Male</p> <p>20% SEND</p> <p>Ethnicity:                  2 Chinese                  2 Other Mixed Background                  1 White Eastern European                  1 Indian                  2 White &amp; Asian                  2 White &amp; Chinese                  1 Bangladeshi                  6 Refused</p> <p>27 Pupil Premium</p>
<p>Number of Staff</p>	<p>37 Total</p> <p>90% Female    10% male</p> <p>0% Registered Disabled</p> <p>97.25% White British                  2.5% White Other</p> <p>2.5% English as an Additional Language</p>
<p>Number of Governors</p>	<p>13 (1 Vacancy)</p> <p>9 Female    4 Male</p> <p>0% Registered Disabled</p> <p>100% White British</p> <p>0% English as an Additional Language.</p>
<p>Significant Partnerships                  Extended Provision etc</p>	<p>Kingfishers, Breakfast Club &amp; After School Club                  Kavuka</p>
<p>Awards, accreditation,                  specialist status</p>	<p>Healthy School</p>

# King's Stanley Primary School



## Data Analysis 2018-19 - Headlines figures (no National Data 2019-2020)

Attainment						
	School EXP	National EXP	School GRD	National GRD	School scaled	National Scaled
Reading	71	73	35	27	105	104
Writing	77	78	19	20	n/a	n/a
Maths	77	79	19	27	104	105
SPAG	81	76	32	36	n/a	n/a
RWM	55	65	13	11	n/a	n/a

Three Year Averages		
	School 3 year Average	Nation 3 Year average
RWM @EXP	67%	63%
RWM @Higher	13%	8%
Scaled score average	107ss	105ss
Scaled score maths	105ss	104ss

Three Year Progress Trend												
	2017			2018			2019			3 year average		
	Sch	LA	NA	Sch	LA	NA	Sch	LA	NA	Sch	LA	NA
Reading	2.4	0.8	0	-0.9	0.2	0	1.4	0.4	0	1.0	0.5	0
Writing	-0.8	-0.4	0	-1.1	-0.2	0	0.1	-0.3	0	-0.3	-0.3	0
Maths	0.0	0.1	0	-1.6	-0.4	0	-0.1	-0.2	0	-0.5	-0.2	0

READING Groups									
	Progress		Attainment EXP		Attainment Higher		Average Score		
	School	National	School	National	School	National	School	National	
Reading	1.4	0	71	73	35	27	105.3	104	
Boys	0.3	-0.6	67	69	17	22	101	103	
Girls	2.1	0.6	74	78	47	32	108	105	
SEND	-0.1	0	0	73	0	27	89	104	
Low	-0.1	0	0	16	0	1	89	93	
Mid	0.98	0	65	70	0	14	102	103	
High	5.56	0	100	97	100	56	115	110	

## WRITING Groups

	Progress		Attainment EXP		Attainment Higher		Average Score	
	School	National	School	National	School	National	School	National
<b>Writing</b>	<b>0.14</b>	<b>0</b>	<b>77</b>	<b>78</b>	<b>19</b>	<b>20</b>	<b>n/a</b>	<b>n/a</b>
<b>Boys</b>	<b>-0.9</b>	<b>-0.8</b>	<b>58</b>	<b>72</b>	<b>0</b>	<b>15</b>	<b>n/a</b>	<b>n/a</b>
<b>Girls</b>	<b>0.8</b>	<b>0.8</b>	<b>89</b>	<b>85</b>	<b>32</b>	<b>25</b>	<b>n/a</b>	<b>n/a</b>
<b>SEND</b>	<b>6.96</b>	<b>0</b>	<b>33</b>	<b>78</b>	<b>0</b>	<b>20</b>	<b>n/a</b>	<b>n/a</b>
<b>Low</b>	<b>6.96</b>	<b>0</b>	<b>33</b>	<b>78</b>	<b>0</b>	<b>1</b>	<b>n/a</b>	<b>n/a</b>
<b>Mid</b>	<b>-1.2</b>	<b>0</b>	<b>71</b>	<b>78</b>	<b>6</b>	<b>7</b>	<b>n/a</b>	<b>n/a</b>
<b>High</b>	<b>0.4</b>	<b>0</b>	<b>100</b>	<b>99</b>	<b>45</b>	<b>49</b>	<b>n/a</b>	<b>n/a</b>

## MATHS Groups

	Progress		Attainment EXP		Attainment Higher		Average Score	
	School	National	School	National	School	National	School	National
<b>Maths</b>	<b>-0.09</b>	<b>0</b>	<b>77</b>	<b>79</b>	<b>19</b>	<b>27</b>	<b>104</b>	<b>105</b>
<b>Boys</b>	<b>0.4</b>	<b>0.8</b>	<b>67</b>	<b>78</b>	<b>8</b>	<b>29</b>	<b>102</b>	<b>105</b>
<b>Girls</b>	<b>-0.4</b>	<b>-0.7</b>	<b>84</b>	<b>79</b>	<b>26</b>	<b>24</b>	<b>106</b>	<b>105</b>
<b>SEND</b>	<b>3.8</b>	<b>0</b>	<b>0</b>	<b>79</b>	<b>0</b>	<b>27</b>	<b>94</b>	<b>105</b>
<b>Low</b>	<b>3.8</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>1</b>	<b>94</b>	<b>94</b>
<b>Mid</b>	<b>-1.7</b>	<b>0</b>	<b>76</b>	<b>77</b>	<b>0</b>	<b>13</b>	<b>102</b>	<b>103</b>
<b>High</b>	<b>1.3</b>	<b>0</b>	<b>100</b>	<b>99</b>	<b>55</b>	<b>58</b>	<b>111</b>	<b>110</b>

**NOTES:**

Information to show that they consciously thought about the three aims of the Equality Duty as part of the process of decision-making.

The information published must include:

- information relating to employees who share protected characteristics (for public bodies with 150 or more employees); and
- information relating to people who are affected by the public body's policies and practices who share protected characteristics (for example, service users).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85049/specific-duties.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85049/specific-duties.pdf)