



Aycliffe Village Primary School

Diversity and Equality Information

Information and Objectives about Equality and Diversity From March 2016

Aycliffe Village Primary School is fully committed to ensuring that equality of opportunity exists for all pupils and staff regardless of age, ability/disability, gender, race, religion and belief, sexuality or any other protected characteristic. We seek to ensure that all members of the school community attain their full potential, no matter their socio-economic or family circumstances.

Our commitment to equality and diversity is enshrined in our:

1. Equality and Diversity Policy (which addresses the nine protected characteristics and socio-economic background);
2. Single Equality Scheme (which addresses the protected characteristics of age, disability, gender, race, religion and belief, and sexuality); and
3. Equality and Diversity Action Plans

The National Curriculum, RE, assemblies and acts of collective worship are used regularly to ensure that our pupils learn about equality and diversity and every so often, we organise enrichment days to further highlight matters to do with equality and diversity.

We welcome the opportunity to share with the public our information and objectives about equality and diversity because:

1. Publication of our information and objectives is designed to ensure parents/carers can make informed decisions about the school which they feel is the best place to send their child(ren)
2. We are fully committed to transparency and accountability.
3. This is the latest demand made on us by the Public Sector Equality Duty dating from the 2010 Equality Act, and we wish to be fully compliant with current legislative requirements and understandings of best practice;

As a result of the 2010 Equality Act, every public authority must:

eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;

advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

foster good relations between persons who share a protected characteristic and persons who do not.

It is because of this that we publish the following objectives for equality and diversity. We will:

1. Continue to rigorously monitor achievement and should a significant gap appear between specific groups of children, we will take appropriate action.
2. Arrange enrichment days/ events, which addresses in depth one or more of the nine protected characteristics. When possible, the enrichment days will involve appropriate visitors and places to visit. (eg: Visits, Programmes eg Show Racism the Red Card)

3. Add books, posters, jigsaws, toys, etc. to our existing equality and diversity resource bank to ensure that people of all backgrounds and family/personal circumstances are represented in a positive way.

4. Ensure that the diversity of our country is celebrated, and that we combat any real or perceived discrimination

As a result of the Public Sector Equality Duty, we publish the following information about the staff:

86% of our staff are female; 14% male

100% of our staff are white British

24% of our staff are aged 18 to 35, 33% are aged 35 to 50 and 43 % are aged 50 or over.

Males and females would be paid the same for doing the same or similar work.

A very small percentage of staff has a disability, and reasonable adjustments would be made to routine practices to ensure all staff can fulfil their responsibilities.

5% of staff are apprentices, 24% of staff are TAs of which two undertake HLTA duties, (10%), 100% of teaching staff have a first degree (B.A., B.Sc., B.Ed. Cert Ed, PGCE) as their highest qualification. Staff can take advantage of part-time, and/or job share work arrangements, depending on their precise job descriptions.

As a result of the Public Sector Equality Duty, we publish the following information about our pupils:

51.6% of pupils are female and 48.4% are male.

98.7% of pupils are white British

All except 0.6% of pupils speak only English as their first language:

4% of pupils have a special need and/or learning difficulty.

6% of pupils are on free school meals. Pupils with special needs and/or learning difficulties are, on average, performing less well than pupils without a special need and/or learning difficulty.

Parents tell us that 4% of pupils are Christian, 1% have no religion, 3% have another religion and 92% did not provide a religion.

Pupils of compulsory school age achieved 97.8% attendance (correct for the year ending December 2015).

All pupils have access to the same broad and balanced curriculum and teaching and learning opportunities.

Girls and boys have access to all sports/physical activities.

We monitor the progress of pupils identified by Ofsted as “vulnerable” to ensure that their needs and aspirations are met to the best of our abilities, and to ensure that they are not disadvantaged in relation to other pupils.

We have clear and fair behaviour systems, which both celebrate and support pupils' behaviour.

We routinely monitor and evaluate the practices of the school through questionnaires to parents and children. Results are collated and shared through staff meeting, assemblies, PSHE sessions and newsletters.

The September 2011 UK Statutory Instrument, which outlines what schools must do in relation to the publication of information and objectives, says that, although information must be up-dated annually (to take account of pupils entering the school and leaving it, and of changes among the staff), our objectives can remain the same for up to four years.

Because our information and objectives must be published annually (and no later than a year following publication of such information and objectives for the first and all subsequent years), we will next publish information and objectives about equality and diversity by March 2020, on the school website.

It goes without saying that the school will NOT publish information which makes it possible for individual pupils or members of staff to be identified.

Mr J Gargan

Mr J. Walsh

Head Teacher

Chair of Governors