

PART 2 – Single Equality Information Report Demonstrating compliance with the Public Sector Equality Duty

Old Hutton Primary School

1. Our School Profile

Old Hutton Primary School is a Church of England Voluntary Controlled School with 96 pupils currently enrolled and a strong Christian ethos which develops the whole child. The roll of the school is likely to continue increasing due to the reputation the school has in the surrounding area. There is a ratio of 49 boys to 47 girls in school. 4% of pupils take free school meals (FSM), well below the national average of 17.3% (DfE Jan 2020).

19.7% of our pupils have special educational needs.

A high proportion of our pupils enter school from private nurseries or settings other than the home. This number has varied over the previous two years due to the impact of COVID-19. The remainder enter school direct from home at reception age. As a result, attainment and maturity is wide-ranging. To address this inequality, we have worked closely with pre-school settings building in regular visits by members of our staff. In the term before starting school in September, all children who applied for a place were offered visits to the school for four afternoons and one full day. This allowed them to settle into the school environment and allowed the EYFS staff to get to know them and make initial assessments of and form relationships with pupils ready for their start.

Our catchment area takes in all the villages along the B6254 from Middleshaw to Old Town. A number of our pupils also come from Kendal, rural villages, hamlets and isolated farms. There are few amenities available locally. There are a small number of ethnic minority pupils. A growing number of our pupils come from outside our official catchment area. They are attracted by our school's reputation and our breakfast club which operates from 8.00am and after-school club which operates to 5.20pm each evening. Over an average week, over 20% of pupils use one or both clubs.

We have several vulnerable groups including those with special educational, learning and medical needs.

We have never had problems attracting staff and have a full teaching staff complement. A new headteacher was appointed in school on 1st January 2022.

The Local Authority (LA) handles admissions to the school. When we are made aware of pupils who are joining the school with special educational needs or disabilities, we arrange to meet the pupil and parents or carers and involve professionals from the LA and Health Authority to ensure any adjustments required to our buildings or curriculum are made in readiness for them starting school. The school has fully ramped access and is level throughout the building enabling access to wheelchair users.

Information for parents and others is provided in verbal and written form and we offer it in alternative formats on request.

Recruitment procedures are based on those provided by our LA with all advertising being processed through the Council HR and Advertising Team.

2. Disability Equality Duties

Our commitment to achieving equality of opportunity for pupils with disabilities, their families, school staff, and other school users has a number of objectives:

We will promote equality for people with disabilities by:

- removing barriers to the accessibility of education, employment, services, information and buildings;
- encouraging good practice by our partners by giving relevant advice or instructions;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;

- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of pupils, staff or other school users with disabilities.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

3. Racial Equality Duties and Community Cohesion

We recognise that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination based on colour, race, nationality, religion, and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure this school takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our school, we will take steps to:

- keep accurate records of all groups of faith or ethnicity, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the suitability of our educational provision;
- prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;
- counter myths and misinformation that may undermine good community relations;
- ensure our staff and other adults working in our school, pupils and their families, as well as our partners and the wider community fully understand the principles of good race relations.

4. Sex and Gender Reassignment Equality Duties

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;
- Ensure our pupils are actively engaging in age appropriate lessons based on issues surrounding sex and gender identity

5. Religion and Belief Equality Duties

This school recognises that people can face discrimination because of attitudes in society towards the religion, faith, or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

At Old Hutton we come together as a whole school community each day for our collective worship. As a Church of England School this is broadly Christian in nature however we do look at many other cultures and beliefs within our RE curriculum. As a school we address many topical issues in order to broaden knowledge and understanding of current affairs or to address any misconceptions arising from National/worldwide affairs.

6. Sexual Orientation Equality Duties

This school is committed to combatting unlawful discrimination, harassment and victimisation faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ or LGBT+) and we aim to ensure equality of opportunity in education, services, and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the school community and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to LA and national guidelines and notify complainants of the outcome and actions taken.

7. Pregnancy and Maternity Equality Duties

Female staff are covered under existing employment legislation.

8. Publication of the Single Equality Scheme

Our Single Equality Scheme (Part 1) is published in English and in pdf format with our Report (Part 2) and our Objectives Action Plan (Part 3) on our school website. A printed copy is available on request from the school office. It can also be made available in other formats e.g. another language, or braille.

We update and re-publish the detail of our Scheme (Part 1) as necessary, Part 2 annually to account for the September intake or staffing changes and how they affect diversity in school, and Part 3 no less than every 4 years. We will also review Part 3 in brief annually in light of our new Part 2 to ensure our longer-term goals remain relevant.

9. Complaints

If a member of the public feels that they have suffered discrimination, harassment, or victimisation from this school because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability, or religion or belief (including lack of belief), they should report it using our normal School's Complaints Procedure.

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.

Part 3 – Equality Objectives Action Plan 2022 – 2026

Link to Public Sector Equality Duty	Protected Characteristic/ Equality Group	Objective	Target Group(s): e.g. whole school, girls, boys, SEN, staff	Action	Who is responsible?	Dates from and to:	Indicator of Achievement
Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.	Disability, gender, race, religion or belief, sexual orientation, gender reassignment	To promote cultural development and understanding through a range of experience, both in and beyond the school locality	Whole school	Programme of visits to include places of worship and larger towns and cities Programmes of visitors organised for assemblies to share different faiths and cultures	Class teachers and subject leaders	September 2021 onwards	Pupils will have a wider experience of a divergent society. Children understand that they are part of a diverse society.
Advance equality of opportunity between people who share protected characteristics and those who do not	Disability, Gender, Race, Religion or belief,	To ensure that all pupils are given equal opportunities to engage with extra-curricular activities	Whole school	Analysis of attendance. Parents and pupil questionnaire	SENDCO and headteacher. Whole staff awareness	September 2021 onwards	Increased attendance to extracurricular activities. All disadvantaged children attend at least one club or activity during the year.
Advance equality of opportunity between people who share protected characteristics and those who do not	Disability, Gender	To ensure the school environment is as accessible as possible to all pupils, staff and visitors	Whole school	Keep accessibility plan up to date	Governors	Ongoing	All pupils able to access learning and environment. School accessible to all staff/visitors.

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act	Disability, Gender, Race, Religion or belief, Sexual orientation, Gender reassignment	To ensure that all children feel safe and secure including within their peer group	Whole school	Staff record as per agreed protocol. Behaviour plans initiated if necessary	SENCO – which the support of all school staff	Ongoing	No recorded incidents on file.
Date Action Agreed: January 2022		Date Agreed for Review:	January 2026				

