



Topcliffe CE Primary School Equality Information As at September 2015

Age: (staff)

There is a spread of ages amongst paid staff. Age is not taken into account when appointing staff or volunteers and is not displayed on application forms in either case. Recently qualified staff are not necessarily younger than more experienced staff and some of those in leadership positions are younger than other staff.

(Source: SIMS, staffing structure)

Disability

Reasonable adjustments to provision have been made as a result of analysis of additional need and in order to advance equality of opportunity in the potential community. The main entrance is wide enough for wheelchair entry. The reception desk is low enough to be accessible to wheelchair users. There are ramped entrances to allow wheelchair access at two points in the main building. An accessible disabled toilet is available in the main building.

One of the Key Stage two classrooms (separate from the main building) is accessed externally, via steps. Alternative arrangements would be made should a child or adult join the school and require access to this classroom. Currently this classroom is not used by any pupils or adults who have mobility difficulties.

Gender reassignment

No data is collated by the school about gender reassignment and the pupil or staff population.

Race

Of the 83 pupils aged five and over in September 2015, 78 are registered as white British with only one other ethnic group being represented. As the percentage of pupils who are not white British is very small. The ethnic make up of the school population reflects the immediate community. The school is aware of the need to actively promote race equality and raise the awareness of pupils of the racial and ethnic diversity of other parts of the UK and the world and to foster good relations between people of the same and different ethnicity or race

Specific Racist Incidents are extremely rare. (Records)

The employed staff community is currently wholly White British. Most applicants for jobs are also White British but the school is aware of its duty to advance equality of opportunity. All vacancies are advertised on the internet to ensure a wide field of potential applicants.

Performance Trends: ethnicity:

The very small percentage of pupils whose ethnicity is other than white British makes it statistically unsafe to measure performance trends.

Religion or belief

Topcliffe C of E Primary School welcomes children of all faiths and none. Parents who are considering the school for their child, but not comfortable with the Christian designation, are welcome to visit the school and meet with the head teacher for a discussion before making their decision. Requests to withdraw from collective worship and/or religious education are publicised and observed.

The school's dress code is specific about cultural sensitivity with regard to school uniform, in accordance with DfE guidance.

Religious leaders play a part in the life of the school although currently the representation is almost exclusively Christian, reflecting the nature of faith centres locally and the school's status as a Church of England school. The school is exploring the possibility of representation from other faiths from the wider community and would actively welcome such representation.

Collective worship, religious education and work across the curriculum are used to introduce pupils to different faiths and belief systems. Key festivals from a range of world faiths are celebrated across the school and children make curriculum visits to places of worship from different faiths. Displays promote a range of faiths around the school.

Sex

The pattern of the mix of boys and girls varies considerably across the school. The year six cohort in 2014/15 contained 12 boys and only 3 girls for example. The school provides equality of opportunity and has the same high expectations of both boys and girls. After school clubs are open to both boys and girls and local inter-school fixtures often actively promote the participation of both sexes by stipulating that there must be a minimum number of both sexes in any team.

We aim to recruit a representative mix of male and female staff, subject to the overriding aim to appoint the best candidate for any post. In 2014/15 one out of four teachers was male. In 2015 there are no male staff members.

Sexual orientation

No data about the sexual orientation of pupils, parents or staff is collected or held by the school. The school does not directly promote sexual orientation and staff deal sensitively with any questions raised directly by children. Homophobic bullying is not tolerated.

Marriage and civil partnership

No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

(Source: school admin procedures)

Pregnancy and maternity

Maternity and Paternity leave procedures, including adoption leave, are as per the Local Authority Policies. The school has developed flexible policies with regard to returning to work after maternity leave with some returners varying their hours where requested, taking into account the school business case. Arrangements regarding emergencies relating to children, childcare and parenting are as per the Local Authority Leave of Absence policy.

Bullying and discrimination

The school has a visible bully box outside the library into which children can write an account of confrontations or bullying. This is opened daily, and issues dealt with immediately and resolution sought. Children who are not able to access this box are encouraged to share their concerns with an adult. Most of the issues relate to friendship and conflict. The school promotes a restorative approach to conflict resolution.

Data is recorded about the nature of any bullying, homophobic language or race based bullying. There have been not recently recorded instances of children using homophobic language. Any such incidents are responded to vigorously, as are any bullying incidents relating to a person's having, or not having, any of the characteristics protected by the Equality Act.

Anti-bullying lessons are part of the PSHCE curriculum, assemblies and specific input for example on cyber-bullying.

(Sources: Headteacher's records of incidents)

Equality issues are taken into account whenever any school policy is produced or reviewed.

Approved for publication by governors: 14/10/2015

This document can be provided in different formats and languages if required on contact with the school office. Hard copies of policies can also be obtained from the school office; there may be a charge for this service.