

ROBERT PIGGOTT CofE SCHOOLS

Grace, Courage, Friendship

Our School Vision

Our vision is rooted in the understanding that 'A tree is known by its fruits.' (Matthew 12:33)
We seek to live this through our values of grace, courage and friendship.
We are committed to nurturing our children to flourish in mind, body and spirit,
enabling them to become confident, creative and resilient learners
who contribute positively to our local and global community.

Equality Information & Objectives



Committee Responsible: Personnel

Date of Review: July 2024

Next Review: July 2028

Signed: Abby Trayte Senior Leadership Team

Signed: Owen Rees Chair of Governors



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OUR SCHOOL COMMITMENT

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At The Robert Piggott C of E Schools:

- We ensure that everyone is treated fairly and respectfully
- We make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation
- We recognise that some pupils need extra support to help them to achieve and be successful
- We make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.



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PART 1: INFORMATION ABOUT PUPIL POPULATION

Pupils on Roll	Robert Piggott CE Infant School	Robert Piggott CE Junior School
	118	163

INFORMATION ON PUPILS BY PROTECTED CHARACTERISTICS

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.

	Robert Piggott CE Infant School	Robert Piggott CE Junior School
Pupils with disabilities	1	3
Staff with disabilities	0	0

Ethnicity

Robert Piggott CE Infant School

Categories				
<i>Main Categories</i>	<i>Micro Categories</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
White British	English	62	42	104
White Other	Traveller / Roma	0	1	1
	Other White	1	1	2
Asian	Chinese	1	0	1
	Any Other Asian	0	0	0
White & Black Caribbean	White & Black Caribbean	2	2	4
Mixed Ethnicity	Black African	0	0	0
	White & Asian	0	2	2
	Any Other Mixed	2	0	2
Unknown	Refused to Say	2	0	2



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Robert Piggott CE Junior School

Categories				
Main Categories	Micro Categories	Boys	Girls	Total
White British	English	63	67	130
White Other	Traveller / Roma	1	1	2
	Other White	8	2	10
Asian	Chinese	6	3	9
	Any Other Asian	6	3	9
White & Black Caribbean	White & Black Caribbean	0	0	0
Mixed Ethnicity	Black African	0	1	1
	White & Asian	1	1	2
	Any Other Mixed	1	2	3
Unknown	Refused to Say	1	0	1

Religion & Belief

Robert Piggott CE Infant School

Buddhist	0	Sikh	0
Christian/ Catholic	53	No religion	61
Hindu	1	Other religion	2
Jewish	0	Unknown	0
Muslim	0	Refused	1

Robert Piggott CE Junior School

Buddhist	0	Sikh	1
Christian/ Catholic	58	No religion	70
Hindu	1	Other religion	10
Jewish	0	Unknown	0
Muslim	1	Refused	22

SENSITIVE INFORMATION ON PUPILS WITH PROTECTED CHARACTERISTICS

Some information in relationship to protected characteristics we regard as sensitive.

Please contact member of staff with responsibility for equality issues mentioned above if you require more information.



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It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Gender Reassignment

No data is collated by the school about gender reassignment for the pupil population.

Sexual orientation

No data about the sexual orientation of pupils is collected or held by the school.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils from low-income households

Robert Piggott CE Infant School

	Boys	Girls	Total	School population
Number of pupils on roll who are Pupil Premium	7	9	16	14%
Number of pupils currently eligible for free school meals	5	8	13	11%



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Robert Piggott CE Junior School

	Boys	Girls	Total	School population
Number of pupils on roll who are Pupil Premium	7	10	17	10%
Number of pupils currently eligible for free school meals	7	10	17	10%

PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Robert Piggott CE Infant School

	Number of pupils	School population
No Special Education Need	97	82%
SEN Support	15	13%
Statement/EHP	6	5%

Robert Piggott CE Junior School

	Number of pupils	School population
No Special Education Need	128	79%
SEN Support	29	18%
Statement/EHP	6	3%



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PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Robert Piggott CE Infant School

	Boys	Girls	Total	School population
Number of pupils who speak English as an additional language	5	4	9	8%

Robert Piggott CE Junior School

	Boys	Girls	Total	School population
Number of pupils who speak English as an additional language	13	7	20	12%

OTHER VULNERABLE GROUPS

Robert Piggott CE Infant School

Disadvantaged PPG children	15
Children entitled to service premium	1
Children subject to social services involvement	2
Traveller children	2
Looked After children	1
Post Looked After children	1
Young Carer	0



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Robert Piggott CE Junior School

Disadvantaged PPG children	17
Children entitled to service premium	0
Children subject to social services involvement	2
Traveller children	2
Looked After children	0
Post Looked After children	0
Young Carer	0



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PART 2: OUR MAIN EQUALITY CHALLENGES

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges and details are provided in Part 3 below. For some of these challenges we have also set and published equality objectives.

THE ACHIEVEMENT & ENGAGEMENT OF:

- Pupils with Special Educational Needs
- Free School Meal pupils and pupils in receipt of Pupil Premium
- Free School Meal pupils in receipt of Pupil Premium
- Disadvantaged most able pupils



PART 3: HOW WE HAVE DUE REGARD FOR EQUALITY

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Body

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. A designated member of the governing body has responsibility for equality issues and the implementation of this policy. Governors bi-annually review the Equality Policy and evaluate the success of the school's Equalities Work

Headteacher & Leadership Team

The Executive Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching & Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of each school year.

Visitors

All visitors to the school, including parents and carers are expected to support our



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commitment to equalities and comply with the duties set out in this policy.

Disability

Summary information:

All sections of the building are accessible to staff, governors, parents and pupils. (Kitchen in Junior School via the ramp).

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to the below.

Advance equality of opportunity by:

Supporting disabled learners by meeting their individual needs, through meeting with parents/ carers and with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

The school would always consider applications from and interview disabled applicants meeting the person specification for any advertised post.

Foster good relations and community cohesion by:

Promoting the spiritual, moral, social and cultural development of all pupils. We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life regardless of any disability.

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, particularly those with disabilities, as equals

Ethnicity & Race (including EAL learners)

Summary information:

Robert Piggott CE Infant School:

Academic Year	Racial Incidents Reported	Fixed Term Exclusions
2023/2024	2	0

Robert Piggott CE Junior School:

Academic Year	Racial Incidents Reported	Fixed Term Exclusions
2023/2024	2	0

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Regularly monitoring the attainment and progress of all our pupils by ethnicity and take actions to address any negative trends that may materialise.

Foster good relations and community cohesion by:

We ensure that the curriculum has positive images of people from a range of ethnic



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backgrounds. All ethnic groups represented in our school community play an active role in the life of the school.

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, particularly those from other ethnic backgrounds, as equals.

Gender

School Population	Robert Piggott CE Infant School		Robert Piggott CE Junior School	
	Boys	Girls	Boys	Girls
	72	46	85	78

Pupil roles in school such as house captains, school council members are an equal balance of male and female pupils.

There are 55 member of staff across both Schools. The staff population is significantly more feminine with 52 female and 3 male members of staff.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Regularly monitoring the attainment and progress of all our pupils by gender and take actions to address any negative trends that may materialise.

Foster good relations and community cohesion by:

We ensure that the curriculum has positive images of people, male and female. We invite a variety of groups/speakers into school to assist us in promoting aspiration among our pupils.

What has been the impact of our activities?

Pupils see other people, male or female, as equals.

Gender Reassignment

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

Pregnancy & Maturity

Summary information:

The school endeavours to meet the requests of staff returning to work following maternity leave and where appropriate offers flexible arrangements regarding emergencies relating to children, childcare and parenting.

Religion & Belief

Summary information:

Authorised clergy and authorised members of the Ecclesiastical Parish of the church attend the school on a regular basis and termly services are held in the village church. Pupils of other faiths are provided with opportunities to share their faith practices and experiences.



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All children visit places of worship: Wargrave Church, Maidenhead mosque (Years 5/6) Gurdwara (Year3/4). LA guidelines are followed should parents wish to exercise their right to withdraw their child from collective worship.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Supporting our pupils to build their sense of identity and belonging, helping them to flourish within their communities and as citizens in a diverse society.

Foster good relations and community cohesion by:

The curriculum makes good provision for the teaching of other faiths across the school in line with the locally agreed syllabus. The children have opportunities to visit places of worship and listen to speakers from other faith groups.

What has been the impact of our activities? What do we plan to do next?

Pupils understand and respect the authenticity and value of the beliefs of others.

Sexual Orientation

Data about the sexual orientation of pupils and parents is not collected the school.

Age (in relation to staff only)

Summary information and data:

We believe in providing good quality education for all pupils regardless of race, sex, ethnic or national origin, or special educational needs. It is equally our intention that recruitment, selection, training and promotion of staff are based solely on the criteria of merit and ability and that no employee or putative employee will be subject to any of the adverse discriminators listed above, nor will they receive less favourable treatment on the grounds of marital status, domestic circumstances, age, sexuality, disability, trade union activity, political views or religious beliefs.

We are committed to working for the equality for people of all ages. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by:

Ensuring that the age of candidates is not generally taken into account during the selection process – neither at the shortlisting stage nor in the later interview process

What has been the impact of our activities? What do we plan to do next?

There are no plans to change the recruitment process. This will be regularly reviewed to ensure compliance.

Marriage & Partnership (in relation to staff and parents)

Summary information and data:

When information about changes in marital status or home circumstances is communicated to school it is recorded on the database.



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Data is collated by the school about staff or parent's marital status, including names given for home contact and information about whether letters home/ reports are to be duplicated and sent to two addresses or details of next of kin for staff members.

We are committed to working for the equality for people based on their marital status and home circumstances. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by ensuring that:

Selection criteria for posts do not include reference to the marriage or civil partnership status of candidates. This is not taken into account during the selection process and interviewers are precluded from asking questions about this during the interview process.

What has been the impact of our activities? What do we plan to do next?

There are no plans to change the recruitment process. This will be regularly reviewed to ensure compliance.

PART 4: CONSULTATION & ENGAGEMENT

We engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.



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PART 5: OUR EQUALITY OBJECTIVE

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

To raise the attainment of PP pupils in English and Maths and close the attainment and progress gap between disadvantaged and non-disadvantaged children.

Progress we are making on this objective:

Robert Piggott CE Infant School:

Performance of pupils 2023				
% of pupils achieving at the expected standard or above				
	Number of pupils	Maths	Reading	Writing
School Non - Disadvantaged	35	85%	85%	77%
School Disadvantaged	4	25%	25%	25%
LA Disadvantaged	n/a	56%	54%	44%

Robert Piggott CE Junior School:

Performance of pupils 2023				
% of pupils achieving at the expected standard or above				
	Number of pupils	Maths	Reading	Writing
School Non -Disadvantaged	42	79%	86%	83%
School Disadvantaged	5	60%	60%	60%
LA Disadvantaged	n/a	59%	60%	58%

Equality objective 2:

Internal Insight data has identified this as a priority for 2023-2024.

To improve the standards of teaching and learning in writing for male pupils: specifically to increase the number of boys achieving ARE in writing.



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Progress we are making on this objective:

- Text choices - whole class texts chosen to engage boys e.g. Stormbreaker, Holes
- Curriculum topics selected to engage boys
- Focus on fine motor skills to improve handwriting and focus on writing stamina

Equality objective 3:

This has been identified as a key priority within the School Development Plan 2024/2025. To develop greater awareness of diversity and an understanding of other cultures.

Progress we are making on this objective:

- Introduction of a new PSHE scheme at both schools to cover more current social topics on diversity and race
- Long term planning on the Curriculum Map
- Staff INSET on how to use and teach RSE and PHSE through Kapow
- PSHE and RSE Subject Review across both schools

