**1. Statement**

Aims and Values

As a Church of England school and in keeping with the ethos and vision for our school we endeavour to create a welcoming environment where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment and we value each person as a unique individual. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of sexuality, religion or belief, age, race, culture, gender/gender reassignment, mobility, ability and disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Boltons C of E Primary we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

**2. Publishing Information**

Under the Equality Act school is aware that certain information has to be published in relation to protected characteristics and our school. However we also pay due regard to the Data Protection Act 1998 and when appropriate we will not publish information that allows individuals to be identified.

**Race**

Pupils in school are predominately of a white British background.

**Deprivation factors**

The school collects data on pupils who are eligible for free school meals and pupil premium funding, but does not publish this due to the small number of pupils.

**Gender**

There are more boys than girls in school with one class, Year 5 having a significant gender imbalance. In September 2017 there were 71 pupils on role; 31 girls and 40 boys.

The staff population is predominately female. External music teachers and coaching staff who visit school are a mix of gender.

**Disability**

The school holds data on the number of pupils who are classed as having a disability, but does not publish due to the small number of pupils.

The school also has members of staff who are classed as having a disability due to long term significant medical needs.

**Bullying or Discrimination**

The school has no reported incidents of harassment or bullying.

**Sexual Orientation**

The school does not collect data on this or on gender reassignment for staff or pupil populations.

**Religion**

The school does not collect data on the religious background of pupils or staff.

**Performance Trends**

Early data analysis of 2017 results shows that girls performed better in KS1 and in KS2 boys outperformed girls in all areas. Over a three year period the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, writing and maths is at least similar to, and in many cases exceeds, that of other pupils nationally.

**3. How We Promote Equality**

The Governing Body comprises a mix of gender.

Each class is represented on the School Council by one boy and one girl.

All pupils in Year 6 are given the responsibility of looking after pupils in Year Reception.

Pupils run the school tuck shop.

Pupils in Year 6 are given the responsibility of looking after areas in school.

All pupils in EYs and KS1 are given responsibility for handing out equipment, milk and fruit.

A range of after school clubs are available to pupils from Year 2 upwards.

Pupils are taught about discrimination, prejudice, racism and the different forms of bullying.

All pupils are taught about Fundamental British Values.

The school reviews its access plan annually.

The school sets and monitors equality objectives.

Anti-Bullying forms part of the school behaviour policy.

2014-2016 Equality Objectives

* To narrow the gap between boys and girls at L5, particularly in reading, by 2016.
* To ensure that pupils in receipt of pupil premium funding make progress against key performance indicators that is at least in line with other pupils.
* To promote spiritual, moral, social and cultural development and understanding through a rich range of experiences both in and beyond the school.
* To benchmark boys and girls against new performance standards and ensure there are no gaps in the rates of progress made between the groups.

Review November 2016

Review of data in 2016 suggests that girls made better progress than boys in reading and boys made better progress than girls in maths; this to be monitored for current cohorts and interventions put in place to address any differences. Over time pupils in receipt of pupil premium funding have made progress that is at least in line with other pupils nationally and in many cases have made more than expected progress when compared with other pupils nationally- continue to monitor the impact of interventions to minimise differences. SMSC is well promoted and boys and girls can articulate what this means to them and how experiences impact upon them. All pupils have full access to all activities and events and all are included.

2016-2018 Equality Objectives

* To bring progress scores for boys in reading more in line with progress scores of girls.
* To bring progress scores for girls in maths more in line with progress scores of boys.
* To monitor greater pupil involvement in collective worship.
* To ensure that pupils with SEND and in receipt of pupil premium funding make rates of progress that is at least in line with other pupils.

Reviewed:
January 2016 – Minor Changes

November 2016 – new targets set

October 2017- Minor Changes