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<i>Approved by</i>	

## **EQUALITIES POLICY**

**(including Equalities Information and Objectives)**

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## **Introduction**

Sholing Infant School welcomes our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the Hamwic Equalities Policy.

## **National and Legal Context**

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **School Context**

We collect equality information (such as achievement data, attendance data and registration data) and this can be referenced in the appendices of this statement.

## **Principles**

To fulfil our legal obligations, we are guided by a number of principles. All pupils, families and staff are of equal value. We see all pupils, potential pupils, their parents and carers, and staff as of equal value:-

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status
- We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:-

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:-

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

We observe good equalities practice in relation to staff. We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff). We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. We consult and involve, to ensure that views are heard.

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

We aim to foster greater community cohesion. We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We base our practices on sound evidence. We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

We set ourselves specific and measurable equality objectives. We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

### **Application of the principles within this policy statement**

The principles outlined in the policy statement will be applied and reflected in:-

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

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 and that arrangements are in place to deal with any concerns or unlawful action that arises. This

policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:-

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

### **Pupil Data**

We recognise that the public sector equality duty has three aims, to:-

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:-

- staff meetings
- parent questionnaires
- Pupil-related data

### Current school pupil profile:

Number of children	Year R	Year 1	Year 2
Girls	46	54	50
Boys	44	38	38
Total	90	92	88

EAL	25
SEN	34
FSM	35
EHCP	3
IHCP	2
LAC	4
Service children premium	0

### Ethnic Background

Any Other White Background	11
Any Other Asian Background	1
Any Other Ethnic Group	2
Any Other Mixed Background	1
Black African	3
Black Caribbean	1
Chinese	2
Indian	1
Mixed Background	1
Other Asian background	1
Traveller of Irish Heritage	1
White British	228
White English	4
White Irish	2
White Asian	2
White any other Ethnic group	2
White Black African	2
White and Black Caribbean	3
White Eastern European	2

### Pupil Progress

- The following data is progress data from across KS1 for the academic year 2019-20.
- Expected progress is 3 points, or steps in a year. However, in the last year, progress expectations would only be 2 points due to schools not opening on the summer term.
- Better than expected progress is anything above 2 points in the last academic year

From this data we have set ourselves the following objectives:

- Close the progress gap between PP and non-PP children
- Close the gap in progress between SEND children and non-SEND children.
- Improve better than expected progress for EAL children.

<b>WRITING</b>	Expected or better progress	Better than expected progress
All	86%	20%
Boys	88%	19%
Girls	81%	23%
PP	64%	14%
SEN	50%	8%
PP+SEN	63%	13%
EAL	100%	0%

<b>READING</b>	Expected or better progress	Better than expected progress
All	84%	20%
Boys	86%	15%
Girls	81%	29%
PP	57%	21%
SEN	58%	0%
PP+SEN	63%	13%
EAL	100%	20%

<b>MATHS</b>	Expected or better progress	Better than expected progress
All	88%	14%
boys	90%	17%
Girls	84%	10%
PP	79%	21%
SEN	58%	17%
PP+SEN	75%	21%
EAL	100%	20%

Year R: Average points progress since September										
			ALL (91)	Boys (53)	Girls (38)	Sum born (37)	EAL (5)	SEN (9)	PP (14)	Non PP (77)
Prime Areas	Communication and Language	Listening and attention	2.6	2.4	2.5			2.6	3.0	2.5
		Understanding	2.5	2.4	2.4			2.8	2.6	2.4
		Speaking	2.4	2.2	2.5			2.6	2.4	2.4
	Physical Development	Moving and Handling	2.5	2.4	2.5			2.4	2.7	2.5
		Health and self-care	2.5	2.3	2.5			2.6	2.7	2.4
	Personal, Social and Emotional Development	Self-confidence and self-awareness	2.4	2.2	2.5			2.2	2.5	2.4
		Managing feelings and behaviour	2.5	2.2	2.5			2.6	2.5	2.4
Making Relationships		2.4	2.1	2.5			1.8	2.5	2.4	
Specific Areas	Literacy	Reading	3.0	2.8	3.0			2.8	2.9	3.0
		Writing	2.9	2.7	3.0			3.2	3.3	2.9
	Mathematics	Number	2.5	2.4	2.5			2.5	2.5	2.6
		Shape, Space and Measures	2.6	2.4	2.6			2.7	2.7	2.6

- This data from reception highlights that the average points progress for all learners in all areas except one is above expected progress, expected progress 2019-20 was two points. SEND learners made less than expected progress on average in making relationships.
- Therefore we will be ensuring this year we address making relationships with all children more regularly, in order to try and close the gap next year. The cohort that is now in year one will have regular RSE/PSHE lessons which will teach children about friendships and how to make friends. This should help to close the gap for the year one cohort.
- The school has published a range of policies on the school's internet site, such as the SEN information report, behaviour policy, attendance policy, safeguarding and child protection policies. These policies support the school's commitment to the principles outlined in this policy and the public sector equality duty.

NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.



NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.