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EQUALITIES POLICY

(including Equalities Information and Objectives)

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 foster 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

Appendix A

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

Pupil Information – School

Year R

The % of children who achieved the early learning goal or better (expected level)

Subject	2017-2018	2016-2017	% Increase from previous year
Reading	81%	81%	0
Writing	80%	81%	-1
Number	90%	86.5%	+3.5

The % of children who achieved exceeding at the end of year R

Subject	2017-2018	2016-2017	% Increase from previous year
Reading	33.3	19	+14.3
Writing	8.9	10	-1.1
Number	28.9	18	+10.9

GLD

	2017-2018	2016-2017	% Increase from previous year
Good Level of Development	77.8%	77.8	0

Year 1

	2017-2018	2016-2017	% Increase from previous year
Phonics Screening Assessment	87.6%	% 87.5	+0.1

Year 2

The % of children who achieved age related expectations or better at the end of Key stage 1

Subject	2017-2018	2016-2017	% Increase from previous year
Reading	84.3	76.1	+8.2
Writing	74.2	70.5	+3.7
Maths	81.9	79.5	+2.4

The % of children who achieved greater depth at the end of key stage 1

Subject	2017-2018	2016-2017	% Increase from previous year
Reading	41.6	27.3	14.3
Writing	22.3	12.5	9.8
Maths	21.3	22.7	-1.4

Further analysis of data (provided by the Local Authority)

	2018 %	2018 Em NAT
All	77.8	71.5
Girls	82.8	78.4
Boys	75.5	64.9
Disadvantaged	88.9	57.2
Other	76.5	74.2
FSM	83.3	56.6
Not FSM	77.4	74.5
SEN -all	47.1	24.0
SEN support	53.3	27.6
EAL	66.7	66.3
LAC	100	NA
Summer born	65.6	NA

Shows that at the end of EYFS boys, girls, disadvantaged, SEN and EAL groups all perform above the same group nationally in terms of achieving a GLD. Boys at this school achieve slightly below girls and disadvantaged pupils achieved above other pupils.

SEN pupils achieved above SEN pupils nationally but below other groups.

EAL pupils achieve below other pupils at this school at the end of EYFS but a disparity between this group and other pupils has diminished by the end of KS1.

At the end of Y2 boys are achieving slightly above girls in maths at expected standard+ and slightly below girls in reading. In writing, boys are achieving significantly below girls and this is also the case at Greater Depth Standard.

Data shows that disadvantaged children at the end of KS1 are achieving in line with or above other pupils at expected standard + and at Greater depth in reading. Disadvantaged pupils are not achieving as well as other pupils at the higher Greater Depth standard in maths.

SEND/Disadvantaged children's attendance is low compared to other groups in school and below national (SEN 95.54 against 96%) (Disadvantaged 95.10%)

The school has published various 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.

Equality Objectives

Appendix B

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 reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective		Protected characteristic	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Responsible?	Dates from and to:	Milestones-interim actions
1	Advance equality of opportunity	sex	To ensure the proportion of boys securing age related expectations in writing at the end of KS1 rises so that it matches that of girls by the end of year 2 in 2019, and that the proportion of more-able boys attaining greater depth in writing matches that of more-able girls by the end of year 2 2019,	boys	Ensure quality first teaching and intervention strategies are precisely focused on assessments against the national standards. Improve provision through an overview of the writing planner to include a greater range of 'boy friendly' topics and genres, with a greater focus on writing shorter narratives. DHT to teach writing in a smaller group of 12 pupils including 10 boys, not on track to	SLT	2018-19 2019-20	Progress reviews and data drops termly will inform progress and generate provision.

					reach EXS DHT to provide editing and proof reading intervention for target GDS pupils not on track.			
2a	Advance equality of opportunity	SEND	To support children with SEND, including those with EHCPs, to increase their attendance by at least 1% during the academic year 2018-2019 to begin to close the gap between this group and overall national attendance.	SEN	Attendance tracked and followed up weekly by ELSA Attendance rewards each half term. Attendance meetings with parents/EWO ELSA support offered to parents as well as transport if needed. HT to keep pen portraits of pupils with SEN to monitor attendance.	HT/attendance officer	September 2018-19	Review of attendance data weekly, half termly and termly
2b	Advance equality of opportunity	SEN	To support children who are disadvantaged to increase their attendance by at least 2% during the academic year 2018-2019 to begin to close the gap between this group and overall nation attendance	SEN	Attendance tracked and followed up weekly by ELSA Attendance rewards each half term. Attendance meetings with parents/EWO ELSA support offered to parents as well as transport if needed. HT to keep pen portraits of D pupils to moitor attendance.	HT Attendance officer	September 2018-19	Review of attendance data weekly, half termly and termly
3	Advance equality of opportunity	Disadvantage	To ensure a greater proportion of disadvantaged able children attain exceeding/greater depth standard in maths by the end	FSM (6)	Additional teacher for targeted support Pupil premium champion providing some support for maths	DHT HT Y2 teachers	September 2018-19	Data review

			of the academic year. (We recognise that 'disadvantaged' is not a protected characteristic, but feel this objective is important to achieve equality in our school).		ELSA support with learning behaviours Attendance monitored and follow up actions swift and robust. PM targets for teachers linked to HA and disadvantaged pupils			
4	Advance equality of opportunity	SEN/Disability	Improve opportunities for pupils with SEN/Disability to achieve outcomes at least in line with national for same group year on year with a key focus on writing.	Disability SEN	Autism awareness training for all staff X 3 sessions delivered by Springwell school to enable the learning environment to support all pupils but especially those diagnosed with ASD. TAs working with pupils with EHCPs to observe teaching of writing at specialist provision to enable the writing lessons to be more accessible to pupils with Improved resources for pupils to access writing, as a follow up to Springwell visit	SENCO	Spring 2019	Actions monitored by SENCO 2018-2020

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.