



Equality Information & Objectives

Date approved by Headteacher: November 2020

Review Date: November 2024

Introduction

We welcome 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, parents and 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 school's Employment Equality Policy which forms part of Hampshire Education Personnel Services' Manual of Personnel Practice.

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 and 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.

Local Context

Wickham Church of England Primary School is situated in the Winchester District of Hampshire County Council. The population of Winchester in 2018 was estimated to be 124,295. Winchester has a large working age population, mostly made up of those in the mid to latter half of their working lives. Growth is forecast in most age groups. The child age dependency ratio is currently 31.1 children per 100 people of working age although total dependency is forecast to rise as a result of increasing numbers of older people.

91.8% of Winchester's resident population are estimated to be of the ethnic group - White British (Source: Office for National Statistics). Wickham historically includes residents traditionally included within the generic terminology of Gypsy, Roma and Traveller such as fairground families, show people and settled Travellers.

School Context

As of September 2020:

- 239 pupils on roll
- 2 mixed Early Years Foundation Stage classes with Year 1 pupils, 1 mixed 1 /2 class, 1 Year 2 class, 1 Year 3 class, 1 Year 4 class, 1 mixed Year 4 /5 class, 1 Year 5 class and 1 Year 6 class.
- 51% of pupils are boys and 49% are girls
- 1% of pupils are of the ethnic group Gypsy, Roma and Traveller community
- 2% of pupils do not have English as their first language
- 15% of pupils are eligible for Free School Meals (ever 6)
- 6% of pupils are Service Children
- 1% of children are In Care
- 10% of pupils receive Special Educational Needs provision
- 1% of pupils have a disability

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. *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
- Whether or not they are from a Gypsy, Roma or Traveller community
- Whether or not English is their first language
- Whatever their religious and non-religious affiliation or faith background
- Whatever their gender and gender identity
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community

2. *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.

3. *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

4. *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).

5. *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.

6. *We consult and involve to ensure 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 User Group and parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. *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.

8. *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.

9. *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.

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 need.

Equalities Information Appendix A

We recognise that the Public Sector Equality Duty has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. 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).

Pupil-related data

Evidence and commentary	
Key Stage 2 pupils achieving Expected Standard or above 2019:	
	Mathematics, Reading and Writing
All pupils	80%
Boys	71%
Girls	91%
FSM inc ever 6	63%
SEN	33%
Non-SEN	95%
White British	80%

Staff data

Where schools have less than 150 staff, the Governing Body is not required to publish information in relation to their staff.

Equality Objectives Autumn 2020 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 re-assignment, 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 objectives:

Objective 1:

To improve attainment for boys:

By July 2021, the percentage of children attaining ARE and above in Mathematics, Reading and Writing at the end of Key Stage 2 for show boys and girls achieving broadly in-line with each other.

Objective 2:

To improve progress for children with Special Educational Needs and Disabilities (SEND):

By July 2021, the gap between the progress of children with SEND and those without SEND will be no bigger than the national gap.

Objective 3:

To improve achievement for disadvantaged pupils:

By July 2021, the attainment and progress gaps between children who are eligible for Free School Meals (FSM) and those who are not eligible will be no bigger than the national gap.