



## Equalities Policy

(including Accessibility and Equalities Information and Objectives)

<b>Date of Policy Issue</b>	July 2019
<b>Review Date</b>	July 2021
<b>Name of Responsible Manager/Headteacher</b>	Mr Jamie Dodson
<b>Signature of Responsible Manager/Headteacher</b>	
<b>Signature of Chair of Governors</b>	

### 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 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 school's Employment Equality 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, disability, ethnicity, gender (including issues of transgender, maternity, paternity and pregnancy), religion and belief, sexual orientation and marital status.

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 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

This larger-than-average school is situated in Kings Worthy near to Winchester. We collect the equality information. (Appendix A)

**Our approach to equality is based on the following 7 key principles:**

**1. All pupils, families and staff are 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 or not they have a connection with the forces community
- Whether or not English is their first language

**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 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. Our named Governor for Equality is Claire Welland.

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

## Equalities Information

## 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, maternity and paternity, marital status, sexual orientation, religion and belief and sexual orientation).

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

- School policies including Equal Opportunities, Race, Gender, Community Cohesion
- Accessibility plan (Appendix C)
- Minutes of governor meetings. Equality is now a termly item on the SPG agenda and progress/ areas development are communicated termly to the FGB
- Governor Link Reports
- Parent questionnaire
- Pupil voice eg behaviour in school, bullying
- Early years foundation stage parent/ carer feedback questionnaire
- Strategic plan
- Pupil Data forms
- Head Teacher Reports
- Aspects of the PSHE curriculum which promote tolerance, friendship and an understanding of different cultures and disabilities
- Displays eg Chinese New Year, Diwali etc
- Collective Worship which deals with relevant equality related issues
- 'Supa' Club
- Access to specialist provision for Children with SEN/Disabilities
- Views of the school council
- Day to day communication with parents/carers in the playground and by email

## Pupil-related data

Information	Evidence and commentary	
Pupil profile Summer 2019	Number of children on roll – 419 12% ethnic minority groups Less than 1% are CLA Less than 1% with a disability	
KS2 Attainment figures 2019		Reached Expected Standard (Reading, Writing, Maths)
	All Pupils	70%
	By gender – male	58%
	By gender – female	83%
	Pupil premium	30%
	SEN	0%
Attendance		Target – 97%
	All Pupils	96.2%

At Kings Worthy Primary School staff, parents and children do their best to work together to create a climate where bullying does not occur. In the exceptional circumstances of very bad behaviour or bullying, the school anti-bullying policy is followed.

There is a School Council, each class nominates one pupil to attend the Council and feedback to the class.

The school has published various policies on the school's website ([www.kingsworthy.hants.sch.uk](http://www.kingsworthy.hants.sch.uk)). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

**Date of Publication: October 2018.**

**Date of Review: October 2020.**

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

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by 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 objective(s):

<b>Objective 1: To ensure equality of access to Kings Worthy’s breakfast club and after school care club by all pupils</b>	
Strategies	We will ensure our policies, correspondence and practices regarding the clubs record and promote equal access, especially in relation to pupils with SEN/disabilities. We will engage directly with parents and pupils about possible barriers to access and potential solutions. We will monitor access to the services and obtain parent and pupil feedback.
Outcome	All pupils are able to access the clubs if they wish. This will be evidenced by accumulated data.
Review	Termly

<b>Objective 2: To eliminate discrimination in out of school clubs and activities.</b>	
Strategies	We will obtain feedback from parents and pupils about the clubs and any barriers to accessing activities which relate to protected characteristics under the Equality Act. We will encourage parents to discuss possible difficulties with us in all correspondence and policies. We will monitor access to the clubs and regularly review the data gathered.
Outcome	Kings Worthy Primary school will have an evidence-based picture of pupil attendance at after school activities and a record of any barriers to access for those pupils with protected characteristics. This will enable any necessary action to be taken.
Review	Termly.

**Objective 3: For all staff and Governors to receive information and training on the Equality Act and our shared responsibilities within it.**

Strategies	The Equality Act is referred to in staff meetings and appropriate opportunities to implement the general duty are discussed and recorded. Governors are aware of their duties under the Equality Act to pay 'due regard' (the 'Brown principles') to those with protected characteristics when making decisions. There will be staff and Governors training.
Outcome	Staff and Governors demonstrate confidence with their obligations under the Equality Act in the recorded policies and practices of the school.
Review	Yearly

**Objective 4: To reduce the gap in attainment between boys and girls**

Strategies	The Equality Act is used to ensure that all pupils have the opportunity to achieve. We will monitor and track the attainment and progress of girls and boys and ensure provision is in place to ensure the progress of all and narrow the gap.
Outcome	The attainment gap between girls and boys will narrow.
Review	Termly

