

Stockbridge Primary School



Policy for **Equality**

Approved by	
Approved on	
Review date	April 2017 (objectives to be reviewed annually and report published)

Signed..... Role.....

Ownership: Full Governing Body

Signed..... Role.....

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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 achieve highly 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.

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

Stockbridge Primary School is a small, rural village school which draws children mainly from the catchment area and the area immediately outside of this, including approx. a third of its school population of service families from the Middle Wallop training base. We have an average of 111 children on roll during 2015-16 academic year, 12.6% of these are Ever6 children who either now or in the previous 6 years have claimed for Free School Meals. 38% are pupil premium which includes all Ever6 children and service children. We currently have no children who are looked after.

In recent terms, we have had a growing number of child protection cases which are either at CiN or CP level with social services or who have regular police reports or support from external agencies. In April 2016, this was currently 10% of our school population although there are 17% of the children in the school on the child protection register.

As part of our commitment to Every Child Matters and providing and recognising the broad range of staff, parent and children's talents, we provide a wide range of extra curricular provision to cater for as broad a range as possible. Clubs include traditional sports based ones such as football and tennis but also include web journalism and programming for ICT, craft and design, gardening club, cooking club, nature detectives amongst others. Year group cohorts have in the past varied enormously with the Year 6 cohort in 2014-15 comprising only 4 children. We have had a new influx of children to the school (30% new children) in the last 2 years so consequently, data comparisons and trends vary hugely as

one child can equal as much as 20% or not come with a complete data set having lived abroad and not taken KS1 SATs. WE track 'home grown' and 'new children' separately but cannot escape the fact that there is no way to reflect this in the nationally presented data.

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
- Whatever the families position is within the community
- 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 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 'Chat About' parent forum representation and for staff, through staff governor representation and at staff meetings. Where necessary and appropriate, 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. Our curriculum is designed around 4 drivers; active learning, enterprise, multi-culturalism and outdoor learning, all of which require us in every topic to extend children's learning and experiences of all stakeholders into a community which is broader than just the school.

- 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.

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

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

- 'Chat About' Parent Forum
- involvement of the student council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations
- Health & Safety walk with a focus on DDA and accessibility issues

Pupil-related data

Information	Evidence and commentary
Attainment in English by gender 2014-15	<p>In phonics, 100% of boys passed the phonics check compared to 89% girls. This 11% represented 1 girl.</p> <p>At KS1, girls outperformed boys in reading and writing by an average of 2.1points. However, any gender gap at KS1 has been successfully narrowed by KS2 as boys and girls perform in line with each other in both reading and writing.</p>
Attainment in Maths by gender 2014-15	<p>In maths, boys are more successful in KS1 than girls by only 0.6points. By KS2, both groups perform equally well proving that any gap in achievement and attainment because of gender has been successfully narrowed.</p>
Attendance by gender 2014-15	<p>Attendance of girls Sept 2014 – May 2015 = 95.38%</p> <p>Attendance of boys Sept 2014 – May 2015 = 95.74%</p>
School split by gender	<p>In the last 3 years the cohort population has changed dramatically from being almost two thirds boys to now almost equally split between boys and girls. In April 2013, 34 boys were on roll and 30 girls were on roll.</p>
Participation in the student council by gender 2013-14	<p>There are 8 members of the school council. 5 are boys, 3 are girls. This represents an even spread considering the ratio of boys to girls in the school.</p>
Participation in After School Clubs as at April 2015	<p>Attendance at school clubs is reflective of the school community when considering race, gender or disability factors.</p>

Other information

Information	Evidence and commentary
Attendance at parents evenings 2015-16	Attendance at parent's evenings is broadly equal from fathers and mothers. Very often, both parents attend together. Where there is a family split, we ensure that reports and dates go to those members of the family who do not reside at the family home, where we have their contact details.
Governor representation as at April 2016	Excluding the clerk and 3 staff members, there is a 50:50 split in gender membership of the Governing Body. There are 3 vacant posts and in September 2016, we will add another Governor post to our core structure
Volunteers as at April 2016	Our volunteers represent all sections of our community, including those with disabilities, the elderly and non-school related ie not grandparents or family members.

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 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:

- focus groups eg. service families
- parent questionnaires
- 'Chat About' parent forum
- involvement of the student council
- learning council
- pupil questionnaires designed and led by pupils
- staff survey
- contact with parents representing pupils with particular protected characteristics

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

Objective 1:

To ensure that the gap between our pupil premium (FSM and services children) and their peers is always narrowing and therefore the 'tail' of low achievement is being narrowed.

Objective 2:To ensure our accessibility plan incorporates, wherever possible, efforts to ensure that any future projects, or retrospective modifications include changes/improvements to the physical environment in accordance with the specific additional requirements of pupils on roll at the time that require special considerations.

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.