



Equalities Policy

Document Information			
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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 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 to 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

Hampshire is a large and diverse county with over a million residents, within which there is a mix of urban and rural areas. The majority of the population live in these urban areas, within which there are pockets of deprivation but the deprivation across Hampshire is not evenly spread. The district of Havant, which has a population of 120,700(2011Census) has quite different distributions to the rest of Hampshire and even to the South East as a whole, with overall much higher proportions of greater deprivation than may be expected, e.g. Leigh Park area.

The 2011 census shows that B.M.E is underrepresented within Havant. 5.9 of the population are from ethnic communities although in recent years there has been an increase in migrant workers, particularly from the European Union.

Approximately 15% of the population have a declared disability and 11% are registered for Mental Health issues for 2007/2008 there were 732 reported incidents of hate crime; 83.5% of these were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues.

Havant has an aging population with an average of 40 although there is a boom in population in children aged between 5 and 10. The main religious group is Christian (8%), followed by Muslim (0.4%), Hindu (0.3%) and Sikh (0.1%).

Within the Hampshire context, Barncroft Primary School has its own unique features. The Index of Multiple Deprivation ranks the school in the bottom two percent of the county (7 out of 425).

As of January 2016, 35% are eligible for Free School Meals; 18% have been identified by the school as having Special Educational Needs and 48% of the children are considered to be vulnerable. The school has 21 more boys than girls.

Principles

To fulfil our legal obligations, we are guided by a number of key 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
- 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 their connection with the forces community
- Whatever 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 by pupils at school council meetings; 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.

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

LEGISLATIVE REQUIREMENTS OF THE PUBLIC SECTOR EQUALITY DUTY

On 5 April 2011, the Public Sector Equality Duty under section 149 of the Equality Act 2010 came into force replacing the previous race, gender and disability duties. This new duty extends to all aspects of a person's identity, known as 'protected characteristics' that are protected under the Equality Act 2010.

The Act provides for a **general duty** under section 149, which requires Governing Bodies to:

1. **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010**, by removing or minimising disadvantages suffered by people due to their protected characteristic.
2. **Advance equality of opportunity between people who share a protected characteristic and people who do not**, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations across all protected characteristics - between people who share a protected characteristic and people who do not**, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

In September 2011, the Equality Act 2010 (Specific Duties) Regulations 2011 came into force requiring all schools to comply with two specific duties, to demonstrate their compliance with section 149 of the Equality Act. The **specific duties** are:

1. **Annually publish equality information relating to people who share a particular characteristic and are affected by the school's policies and practices.** The legislation makes it clear that this does not apply to schools with less than 150 staff, so in many instances, you will be required only to publish pupil data. The purpose of this is to ensure that the public have as complete and clear a picture as possible of how their school has addressed the three aims of the general duty, what has been achieved as a result and what areas need to be targeted for development. The first date for publication of this information was 6 April 2012.
2. **Publish one or more objectives at least every 4 years to achieve one of the three aims of the general equality duty.** The purpose of this is to demonstrate that Governing Bodies have analysed their equality information, engaged as appropriate with relevant groups and set specific and measurable targets for improvement. **The first date for publication of these objectives was 6 April 2012. In practice this means that equality objectives need to be published again by April 2016 to meet the four yearly requirement.**

The legislation stipulates that the information is published in a manner which is accessible to the public, such as on the school's website, and this can be either published as stand alone document or as part of another document.

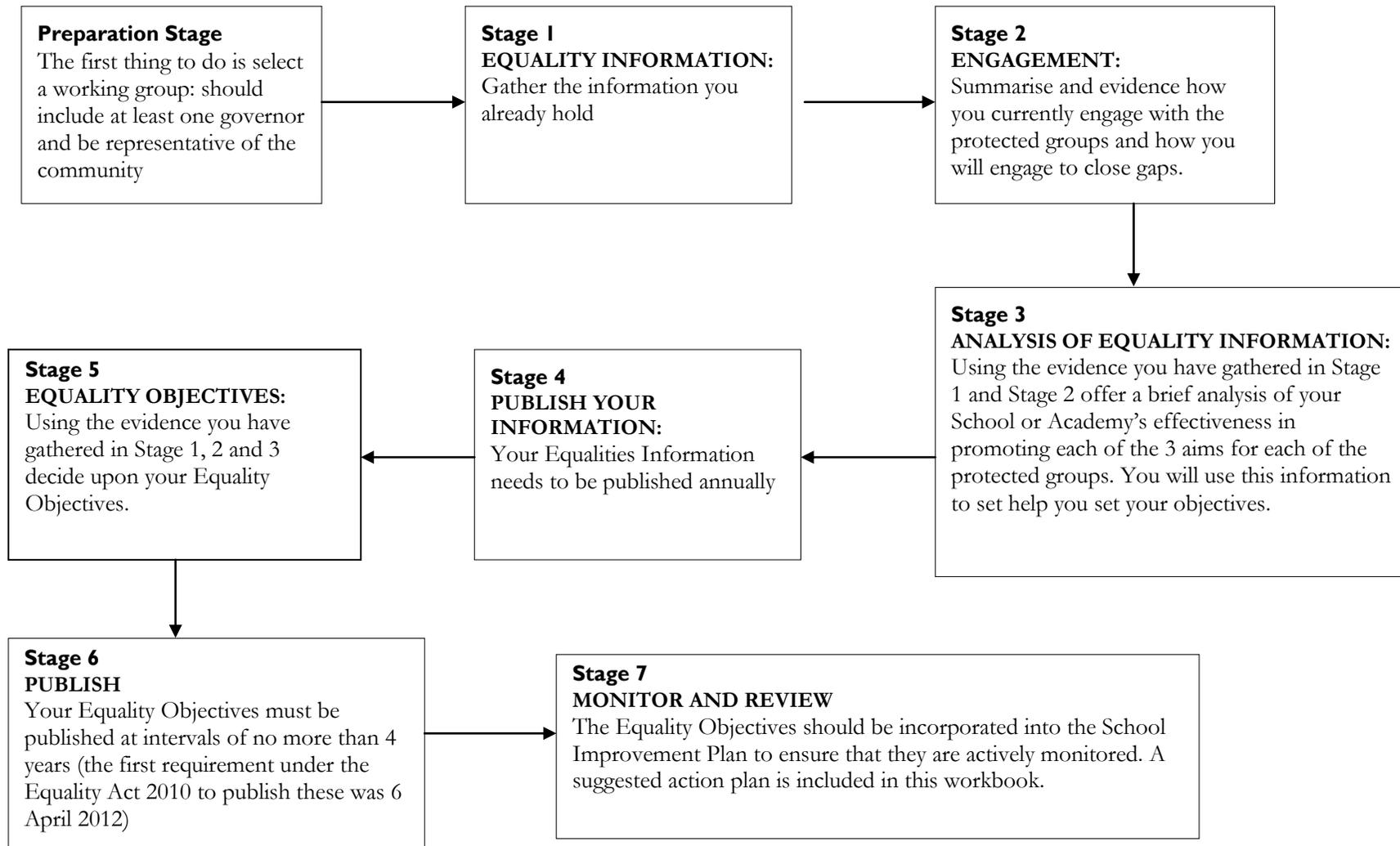
PROTECTED CHARACTERISTICS

The Equality Act sets out obligations in relation to “protected characteristics”.

The protected groups are:

Age	Not applicable to pupils
Disability	Applicable to both staff and pupils
Sex	Applicable to both staff and pupils
Gender re-assignment	Applicable to both staff and pupils
Race	Applicable to both staff and pupils
Pregnancy and maternity	Applicable to both staff and pupils
Marriage and civil partnership	Not applicable to pupils
Religion and belief	Applicable to both staff and pupils
Sexual orientation	Applicable to both staff and pupils

FLOWCHART TOWARDS COMPLIANCE WITH THE PUBLIC SECTOR EQUALITY DUTY



EQUALITY INFORMATION AND ENGAGEMENT

Protected characteristics	Aims of the general duty
	What evidence do we hold that shows we eliminate unlawful discrimination, harassment and victimisation? How do we advance equality of opportunity between people who share a protected characteristic and those who do not? How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Evidence of following MOPP recruitment and staffing procedures. Evidence of action being taken when there have been racial incidents, and also of curriculum content promoting British Values and tolerance. Adoption of Prevent strategy. Celebration of a range of cultures. Twinning with a Ugandan School. Evidence: staffing records, pupil assessment and tracking, behaviour logs, governor minutes, medium term planning, Assembly plans
Disability	SEN policy monitored and enacted. Individual plans for pupils where necessary, including specific provision – medical needs, physical disability. Follow MOPP recruitment and staffing procedures. Evidence: staffing records, pupil assessment and tracking, behaviour logs, governor minutes, medium term planning
Sex	Tracking evidence shows that we monitor progress of boys and girls and ensure that there is no imbalance. Follow MOPP staffing procedures. PSHCE curriculum. Pupils' positions of responsibility encourage and motivate boys and girls eg male/female sports team, career talks etc. Evidence: staffing records, pupil assessment and tracking, behaviour logs, governor minutes, Pay Committee notes, medium term planning. Aspiration groups
Gender re-assignment	MOPP staffing procedures, awareness book for specific children, PSHCE curriculum. Evidence: staffing records, behaviour logs, medium term planning esp PSHCE
Pregnancy and maternity	MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against. Evidence: staffing records, interview documentation, Pay Committee notes
Age	MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against. Evidence: staffing records, interview documentation, Pay Committee notes
Religion and belief	PSHCE/collective worship promotes British Values and tolerance. MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against. Evidence: staffing records, behaviour logs, medium term planning esp PSHCE and RE, Collective Worship materials
Sexual orientation	PSHCE curriculum. Evidence that action is taken in cases of homophobic name calling etc. MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against. Evidence: staffing records, behaviour logs, medium term planning esp PSHCE and RE, Collective Worship materials
Marriage and civil partnership	PSHCE curriculum. MOPP recruitment and staffing procedures followed. Evidence that staff in promoted posts have not been discriminated against. Evidence: staffing records, , medium term planning esp PSHCE

Barncroft Primary School

EQUALITIES INFORMATION

January 2016

The Public Sector Equality Duty 2011 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). We have also involved staff, pupils, parents and others in the following ways:

- *focus groups*
- *parent questionnaires*
- *involvement of the school council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

This information should also be read in conjunction with our equality objective(s). In compiling this equality information we have:

- identified evidence of equality we already have within policies and practice and identified gaps;
- examined how we engage with the protected groups, identifying where practice could be improved;

Pupil-related information

Information	Evidence and commentary	
Attainment in English – by gender 2014-15 KS1 reading test/TA writing levels	Writing L2B Boys 68% L2B Girls 55% L3 Boys 0% L3 Girls 0%	Reading L2B Boys 81% L2B Girls 69% L3 Boys 16% L3 Girls 10%
Attainment in Maths – by gender 2014-15 KS1 test	Maths L2B Boys 74% L2B Girls 66% L3 Boys 0% L3 Girls 0%	
Phonics	Y1 Boys – 70% Girls- 65%	Y2 Boys – 84% Girls- 86%
Attainment in English – by gender 2014-15 KS2 reading test/TA writing levels	Writing L4 Boys 85% L4 Girls 95% L5 Boys 12% L5 Girls 24% Progress KS1-2 – – boys and girls in line with each other for 2 levels of progress	Reading L4 Boys 88% L4 Girls 100% L5 Boys 19% L5 Girls 48% Progress KS1-2 – boys and girls in line with each other for 2 levels of progress
Attainment in Maths – by gender 2014-15 KS2 test	Maths L4 Boys 85% L4 Girls 91% L5 Boys 27% L5 Girls 19% Progress KS1-2 – – girls made more progress (11%) compared to boys	
Attendance by gender 2014-15	Girls attendance 95%, Boys attendance 95% in 2014-15 - no significant issues. Late Girls – 1.41% Boys – 1.69%	
Rate of exclusions 2015	Fixed term = 9 children - only 1 girl	
Rates of bullying/harassment/behaviour related incidents 2014-15	3 racial incidents	
Participation in Breakfast Clubs (sample over 3 days in January) 2016	25%	

Staff data

As our school has less than 150 staff, the Governing Body has decided not to publish information in relation to their staff, but recognise the requirement to have information on the characteristics of the workforce to enable the impact of policies and practices on particular characteristics to be determined resulting in a decision being made about whether objectives need to be set in relation to the workforce.

Other information

Information	Evidence and commentary
Attendance at parents evenings 2015-16	100%
Governor representation as of Jan 2016	45% Male, 55% Female 100% White British
Volunteers as of Jan2014	100% volunteers 100% white British

Qualitative information

The school has published various policies on the school's internet site. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty. These can be accessed at. www.barncroftprimary.co.uk

Barncroft Primary School

EQUALITY OBJECTIVE(S)

January 2016

The Public Sector Equality Duty has three aims under the general duty for schools:

4. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
5. Advance equality of opportunity between people who share a protected characteristic and those who do not.
6. 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).

The objectives should also be read in conjunction with the school's current equality information from which the objective was derived.

Objective 1: Address imbalance between girls' and boys' attainment and progress in Maths, and attainment in Writing and Reading

Objective 2: Address behaviour and sanctions imbalance – more boys receiving higher level sanctions than girls

Objective 3: Monitor specific attendance patterns (persistent absence and lateness) in order to identify any pattern, and take appropriate action

MONITORING AND REVIEW

Schools will need to ensure that their equality information is reviewed annually and objective(s) at intervals of no more than four years. They are strongly advised to also review any single equality statement or equality policies (where schools have separate policies for staff and pupils/others) at intervals of four years. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Actions	Protected group	Who will complete the action?	Who will monitor, when and how?	Evaluation Questions
<p>1) Address imbalance between girls' and boys' attainment and progress in Maths, and attainment in Writing and Reading</p> <ul style="list-style-type: none"> • Staff training/continuous professional development (cpd) to improve quality of teaching • Purchase of appropriate resources – engagement of boys in reading/girls in maths • Moderation of pupil outcomes • Targeted intervention and catch-up groups (academic, emotional, pastoral) • Parental engagement/support for learning • Leadership project to improve girls' attainment/progress • Male/female role models for reading/maths 	Girls	All members of teaching and intervention staff Maths and English leaders Pastoral/emotional provision – Inclusion team Moderation – DHT	HT Governor with responsibility for Inclusion	Is there an imbalance between boys and girls in every year group? What types of resources would interest the girls / boys? Are the current tasks set aimed towards a specific gender? What types of interventions would address this imbalance? What are the children's viewpoints towards specific subjects and how can these change? Is teaching aimed to ensure that all children are engaged with the tasks that they are completing?
<p>2) Address behaviour and sanctions imbalance – more boys receiving higher level sanctions than girls</p> <ul style="list-style-type: none"> • Effective behaviour plans and emotional provision in place for key pupils • Review behaviour policy to ensure that it is stimulating and engaging for all pupils • Improvement of provision at key trigger points (lunchtimes/PPA/cover etc) 	Boys	All members of teaching and intervention staff Lunchtime, PPA and pastoral staff Primary Behaviour Support DHT/Inclusion Manager	HT Governor with responsibility for Inclusion	Is there an imbalance between boys and girls in every year group? Are the behaviour rewards appealing to the boys? What are the key trigger points for different individuals and are there any similarities between those trigger points? Have all members of staff received sufficient training in order to deal with different behaviours? How can outside agencies help to prevent behaviour sanctions?

<ul style="list-style-type: none"> • Parental support and engagement programme • Staff training and cpd • Embedding of prevention of cyber-bullying/improvement in e-safety for children and parents, linked with anti-bullying week/PCSOs • Consultation with School Council 				
<p>4) Monitor specific attendance patterns (persistent absence and lateness) in order to identify any pattern, and take appropriate action</p> <ul style="list-style-type: none"> • Monitoring and review of whole school attendance and punctuality, including PP/PP comparisons, with specific actions drawn up for persistent absentees/late arrivals within new attendance policy 	<p>Vulnerable children (esp Pupil Premium)</p>	<p>Attendance Officer Inclusion staff</p>	<p>HT Governor with responsibility for Inclusion</p>	<p>Is attendance/punctuality gap closing between PP/PP? Are attendance/punctuality improving? Are there any spikes? Do any absences need to be referred to legal panel/to be followed up who may require a fixed penalty? What is the impact of the Attendance Officer on attendance and punctuality? Do any families receive any specific additional support? How effective does this seem to be?</p>