

Park Gate Primary School Equalities Policy (including Equality Information and Objectives)



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 (applicable only to staff), disability, race, 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 1.3 million residents, expecting to rise to approximately 1.5 million by 2025. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2011 census show that 7% of the population of Hampshire are from ethnic communities and in 2019, 8% of school pupils were from ethnic communities. The census also showed that approximately 18% of the population have declared a disability. Nearly half the population are aged between 25 and 59, with an increasing number of people over the age of 75. The main religious group in Hampshire is Christian (62%), however this group has declined since 2001. This is followed by Muslim (0.6%), Hindu (0.7%), Buddhist (0.5%) and Sikh (0.2%).

Our school is situated in a suburban area of mixed housing. 92% of pupils are of white British background and 96% speak English as their first language. 11% of pupils are eligible for free school meals and 13% of pupils are on the special educational needs and disabilities (SEND) register.

The school has open channels of communication with parents and carers through:

- open availability of the headteacher and class teachers
- Parents' Forum
- regular parent/teacher consultations

- annual questionnaires
- parent governor representation
- a strong parent/teacher association

Pupils' views are sought through School Council and pupil conferencing, and through opportunities in the PSHE curriculum for children to share their views.

Staff have a voice through their representatives on the Governing Body. Teachers meet regularly with senior staff, giving a forum for them to air their views with middle managers. This is in addition to the performance management process. Learning support assistants have regular meetings with senior leaders where queries and concerns can be raised.

The Governing Body includes community representatives, staff and parents.

The school collects equality information which can be seen in Appendix A.

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
- 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

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 understand 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 acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate 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.

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

Date approved by the Governing Body: 24th March 2020

Date for policy review: March 2024

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, sexual orientation, religion and belief and sexual orientation), and are proactive and responsive to issues in the wider world.

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

- parent questionnaires
- involvement of the student council
- collecting the views of staff
- contact with parents representing pupils with particular protected characteristics

Pupil-related data

Academic Year 2021/22 %				
Attainment in reading at KS2 by gender	ARE		Beyond	
	Boys	Girls	Boys	Girls
	66%	83%	14%	28%
Attainment in writing at KS2 by gender	ARE		Beyond	
	Boys	Girls	Boys	Girls
	59%	76%	7%	7%
Attainment in maths at KS2 by gender	ARE		Beyond	
	Boys	Girls	Boys	Girls
	69%	79%	10%	14%
Attainment in reading, writing and maths at KS2 by gender	ARE		Beyond	
	Boys	Girls	Boys	Girls
	62%	67%	10%	20%
Attainment in reading at KS2 by ethnic group	ARE		Beyond	
	English First Lang 75%		English First Lang 21%	
	There were no other significant groups			
Attainment in reading at KS2 Disadvantaged	67%		0%	
Attainment in writing at KS2 by ethnic group	ARE		Beyond	
	English First Lang 68%		English First Lang 7%	
	There were no other significant groups			
Attainment in writing at KS2 Disadvantaged	17%		0%	
Attainment in maths at KS2 by ethnic group	ARE		Beyond	
	English First Lang 74%		English First Lang 12%	
	There were no other significant groups			

Attainment in maths at KS2 Disadvantaged		50%		0%		
Attainment in reading, writing and maths at KS2 by ethnic group		ARE		Beyond		
		English First Lang 55%		English First Lang 9%		
		There were no other significant groups				
Attainment in reading, writing and maths at KS2 Disadvantaged		17%		0%		
		SEND Support	Disadvantaged	Girls	Boys	
Progress in reading at KS2		-11.52	-1.36	0.18	-3.83	
		SEND Support	Disadvantaged	Girls	Boys	
Progress in writing at KS2		-3.98	-2.40	-0.97	-2.43	
		SEND Support	Disadvantaged	Girls	Boys	
Progress in maths at KS2		-6.61	2.01	-1.56	-1.42	
Attendance % of pupils	SEND	Disadvantaged	Non-Disadvantaged	Girls	Boys	
	Mar 21 - Mar 22	91.21%	91.2%	94.58%	94.25%	94.02%
	Mar 22 – Mar 23	90.73%	91.57%	94.42%	94.2%	93.88%

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

Date of publication of this appendix: 21st March 2023

Date for review and re-publication: March 2024

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- 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:

- Parent Forum
- parent questionnaires
- involvement of the student council
- gathering staff views
- 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 continue to improve attendance of disadvantaged pupils.

Objective 2: To improve the progress in reading for our SEND pupils.

Date of publication: 24th March 2020

Date for review and re-publication: March 2024