

EQUALITY POLICY

(including Equality Information and Objectives)

Responsibility for Document:	HT/SLT
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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 and governors 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. Throughout this policy, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. It should be read in conjunction with the school’s accessibility policy and 3-year plan.

For staff and prospective staff, this policy should be read in conjunction with the school’s Employment Equality Policy (Part of Hampshire MOPPS)

This Equality policy provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way. It is based on the core principles that its effectiveness will be determined by:

- active involvement with key stakeholders, not just in developing this policy but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

We recognise that improving outcomes such as attendance or attainment for a specific group of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental part of our drive towards excellence.

This Equality policy supports meeting the aims of Denmead Junior School in particular:

- by encouraging each person to see themselves as a valued and respected member of the school community who can act independently and make a positive contribution for the good of all.
- by providing each child with access to all areas of the curriculum and supporting them to acquire a thirst for knowledge and to develop their gifts and talents to the full.

Please refer to our Vision, Mission and Aims statement for the school.

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 and governors), disability, race, gender (including issues of transgender), maternity 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 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.

Definitions of Discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

- Direct discrimination:
Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.
- Indirect Discrimination:
In essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question.

(An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

- Victimisation – treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.
- Harassment – unwanted conduct which violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

School Context

Denmead Junior School is located in the village of Denmead just outside Waterlooville, Hampshire. As the school is currently predominately White British we actively promote understanding of other cultures through the curriculum, assemblies and visits in and out of school.

Principles

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

1. All pupils, families and staff and governors are of equal value

We see all pupils, potential pupils, their parents and carers, and staff and governors 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
- 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, governors, 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 and transgender 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 and governors
- 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 and governors 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 and governors

- Our care, guidance and support to pupils, their families and staff and governors
- 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, governors and pupils are recorded and dealt with appropriately. Incidents will be logged by all staff on a computer based system (CPOMS) and reported to the Senior Leadership Team for further investigation. Incidents are reported annually to the Local Authority and to the governors of the school.

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, sexual orientation, religion and belief and sexual orientation).

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

- contact with parents representing pupils with particular protected characteristics
- involvement of the student council
- staff survey
- pupil/parent questionnaires
- contact with the local community and disability organisations

Pupil-related data 2019-20

This year (2019-20) 90.9% of the pupil population at Denmead Junior School is of White British origin, 9.1% is white and mixed origin.

Attainment data:

	Total Number of pupils	% obtaining ARE in Reading in year 6	% obtaining ARE in Writing in year 6	% obtaining ARE in Maths in year 6
All pupils	66	80	80	91
Male	29	76	66	93
Female	37	84	92	89
Disadvantaged	12	58	75	75
Looked After children	0	n/a	n/a	n/a
children with an EHCP	3	33	0	33
SEN support	5	80	20	100
English as a first language	65	80	80	91
English as an additional language	1	100	100	100

Attendance data:

	% attendance
All pupils	96.6
Male	96.4
Female	96.8
Disadvantaged (FSM)	95
Looked After children	99.9
children with an EHCP	87.4

Participation in the student council by race 2019-20	0% of the student council is BAME 100% of the student council is White British This is broadly reflective of the school community
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Staff data

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, but they may still choose to do so, provided it does not allow for individuals to be identified. At Denmead Junior School we will still require the information on the characteristics of their workforce to enable them to consider the impact of their policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.

Quantitative data we consider in this area includes:

- race, disability, gender, age distribution of the workforce
- data on recruitment by protected characteristic (e.g. at application, shortlisting and appointment stage)
- data on access to training by protected characteristic
- grievances and/or disciplinary matters by protected characteristic
- leavers by protected characteristic
- results of staff satisfaction surveys

Other information

Governor representation as at autumn 2019	50% male, 50% female 0% BAME; 100% British White
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Qualitative information

The school has published various policies on the school’s internet site (www.denmead-jun.hants.sch.uk). These policies evidence the school’s commitment to the principles outlined in this policy and the public sector equality duty.

Qualitative information for publication on the website includes:

- school policies such as the behaviour policy
- minutes of governor meetings that are relevant to equality matters
- key policies for staff in respect of their concerns – e.g. Whistleblowing, Staff Code of Conduct
- detail about particular initiatives undertaken in the school (e.g. a focus on racist bullying; an initiative to assist girls to catch up in science; an initiative to help boys improve in their handwriting) and where possible, the impact of this initiative (e.g. increases in attainment)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures

- details about assemblies which deal with relevant equality related issues

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:

- *parent questionnaires*
- *involvement of the student council*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

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

Objective 1: Pupil related: raise aspiration and narrow the achievement gap for all protected groups including children in care, and the disadvantaged by ensuring increased opportunities and improved outcomes.

Objective 2: Promote and respect all cultures and beliefs represented in our school and actively celebrate British values; engaging the community in our responsibilities to prevent radicalisation and extremism.

Objective 3: Improving the effectiveness and efficiency of the school. We will secure and retain an effective, efficient and representative workforce that enables us to deliver against the educational priorities; raising standards and closing the attainment gap. We will be looking for evidence of increased representation of under-represented groups through governors, staff, parent teacher association, visitors and visits at all levels.

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Appendix C

Governor Equalities Walk December 2018 and updated Spring 2020

Medication

For those wishing to take medication there are two spaces. The staff room when empty and the disabled toilet. The disabled toilet also has a privacy screen a bed and a shower. Students and staff can also work at home during the period when flu jabs are administered.

Food Consumption

The library can be used as a quiet space for food consumption, or the main hall with other students. For special dietary requirements, a special dietary request form can be filled out, this form caters for medical and allergy food specialities.

Outside activities

Students have someone with them but are given space when on the playground.

Prayer and Religion

For prayer time students can use the prayer corner in the hall, or take any prayer items to quiet corner of the school. A compass, mat and hand/feet washing facilities are available. Students can opt out of RE with teachers engaging with parents to inform them of upcoming topics. Students can also opt out of religious assemblies, festivals and birthday celebrations.

Communal areas and classrooms

Students who need quiet time can leave the classroom and use one of the communal areas outside of the classroom. They can be provided with a workstation and shield. There is also provision for special chairs.

It was identified during the walk that 4 classrooms have steps to the outside although all classes have entry and exits internally with no steps. The headteacher advised that students with limited mobility for whom steps would be a problem in the event of an evacuation are never assigned to these classrooms. As students do not travel between classrooms during normal school operation but stay in the classroom assigned this was not seen as a problem.

Adjustments to classrooms can and have been made to accommodate a child temporarily in a wheelchair.

School Trips

There is a checklist for organising trips to cater for inclusion.