



# NETLEY ABBEY JUNIOR SCHOOL

## EQUALITY POLICY (including Equality Information and Objectives)

*March 2017*

Shirley Nicholas-Bond

Signed:

Dated:

Chair of Governors:

Signed:

Dated:

Review Cycle	Every 3 years
Policy prepared by/Reviewed by	Headteacher
Committee responsible	FGB
Statutory/Discretionary/School	Discretionary
Date of latest FGB approval	March 2017
Date of review by committee	March 2018
Date of next review by FGB	March 2020



### 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, culture 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

The population of Hampshire is 1.32 million (2011 Census), a 6.3% increase since 2001 and slightly lower than the national increase (7.8%). Including Portsmouth and Southampton the population is 1.76 million. Hampshire is the third most populous county in England and is home to one in seven of people in the South East region (excluding London). The group aged 65 and over in Hampshire increased by 21% between 2001 and 2011, which is nearly double the national increase (11%). Hampshire County Council employs over 37,000 staff in a range of full and part-time positions (including school-based staff).



There is a mix of urban and rural areas (85% of Hampshire is defined as rural) but the majority of the population live in urban areas. The 2011 census shows that 10% of the population of Hampshire are from ethnic communities not born in the UK. In recent years there has been an increase in migrant workers particularly from the EU. Data shows that 7.1% of school pupils were from ethnic communities. Just over 15% of the population have declared that they are limited by long term illness or disability. For 2007/08, there were 732 reported incidents of hate crime; 83.5% were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. 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 is Christian (8%), followed by Muslim (0.4%), Hindu (0.3%) and Sikh (0.1%).

The local catchment area is the village of Netley Abbey including the Historic area of Hound which is part of Eastleigh Borough. Most of the schools pupils move from the Infant School, which is run separately but occupies the same site. There are however, a number of children from outside the catchment area.

There is a mix of rented and owner occupied accommodation with a small amount of temporary accommodation used by the pupils. The profile of the staff and students is mainly White European. We have no teachers declaring disability at this time.

The percentage of girls and the number of children who have been entitled to Free School Meals in the last 6 years is lower than the national average, although this is not a true reflection of the families who are eligible to take up Free School Meals. The number of children with SEN Support is lower than the national average, however the percentage of children with an EHCP is higher than national. Overall in Hampshire 1 in 10 children under 16 live in a low income family. Eastleigh along with Rushmoor, Havant and Gosport hold the most deprivation. According to Hampshire's own index of deprivation, the school sits within the bottom quartile.

There is religious and linguistic diversity amongst the staff and pupils in the context of the community we serve. The curriculum is delivered through the agreed syllabus 'Living Difference'.

### 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



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- Whatever their age
- Whatever their background

### **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 racial and cultural 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 parent forums 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 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: March 2017**

**Date for policy review: March 2020**



## Equalities Information

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:

- *selected parent focus groups*
- *staff survey (sample group)*
- *involvement of the student council*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and organisations*



**2015-16 Data**

Information	Evidence and commentary		
Progress scores in reading, writing and maths	Reading +3.2 Above average	Writing +3.1 Above average	Maths +3.1 Well above average
Progress scores by gender	Reading Girls 4 Boys 2.5	Writing Girls 4.9 Boys 1.8	Maths Girls 2.4 Boys 3.6
Progress scores for disadvantaged children	Reading 2.5 National other 0.3	Writing 1.9 National other 0.1	Maths 3.2 National other 0.2
Attainment overall	Reading, writing and maths combined ARE+ 69% National 53%		
Attainment for disadvantaged	Reading, writing and maths combined ARE+ 50% National other 60%		
Attainment by gender	Reading Girls 88% Boys 77% National Girls 70% Boys 62%	Writing Girls 91% Boys 86% National Girls 81% Boys 68%	Maths Girls 84% Boys 88% National Girls 70% Boys 70%
Attainment for disadvantaged children	Reading ARE+ 75%	Writing ARE+ 85%	Maths ARE+ 70%
Attendance overall	Sessions missed due to absence: 3.4% National 3.9%	Persistent Absence: 8% National 8.8%	
Attendance by gender	<u>% of sessions missed</u> Boys 3.7% Girls 3% FSM 5.6% Non-FSM 2.7%	<u>% of pupils absent for 10% or more sessions (Persistent Absence):</u> Boys 11.5% Girls 4% FSM 21.3% Non-FSM 4%	

**Date of publication of this appendix:** March 2017

**Date for review and re-publication:** March 2018





## Appendix B

### Equality Objectives

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:

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

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

***Objective 1: To close the gap in progress and attainment between disadvantaged pupils against national.***

***Objective 2: To raise overall attainment of boys especially in reading.***



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### Our previous equality objectives and impact measures:

<u>Objective</u>	<u>Impact</u>	
To close the gap in attainment between disadvantaged pupils against national.	<u>2015/16 –</u> 50% meeting ARE+ (national other 60%) 0% meeting GDS (national other 7%)	<u>2016/17 -</u> 60% meeting ARE+ (national other 67%) 10% meeting GDS (national other 11%)
To raise overall attainment of boys especially in reading.	<u>2015/16</u> Reading Girls 4 Boys 2.5	<u>2016/17</u> Reading progress Girls 2.1 Boys 1.5_
Attainment in reading	<u>2015/16</u> Girls 88% (National 70%) Boys 77% (National 62%)	<u>2016/17</u> Girls 85% (National 75% ) Boys 76% (National 68% )

**Date of publication:** March 2017

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