

# PADNELL INFANT SCHOOL

## BOARD OF GOVERNORS



### EQUALITIES POLICY FOR SCHOOL

<b>Name of Unit/Premises/Centre/School</b>	Padnell Infant School
<b>Date of Policy Review</b>	November 2016
<b>Date of Next Review</b>	November 2019
<b>Name of Headteacher</b>	Mrs Mandy Grayson

## Administration Record

Issue	Modification	Approved
1	Resources Committee Approval	14 November 2016
1.1	Resources Committee Comments Incorporated	15 November 2016

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## **1 Introduction**

- 1.1.1 We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.
- 1.1.2 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.
- 1.1.3 This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.
- 1.1.4 For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

## **2 National and Legal Context**

- 2.1.1 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).
- 2.1.2 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.
- 2.1.3 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.

### 3 School Context

3.1.1 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, in which Padnell sits, 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. There is also evidence to support the notion that pockets of potential deprivation may exist in some of the least deprived areas, for example around Padnell.

### 4 Principles

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

#### 4.2 a) All pupils, families and staff are of equal value

4.2.1 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.

## **4.3 We recognise and respect difference**

**4.3.1** 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.

**4.3.2** 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.

#### **4.4 We observe good equalities practice in relation to staff**

4.4.1 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).

#### **4.5 We aim to reduce and remove inequalities and barriers that already exist**

4.5.1 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.

#### **4.6 We consult and involve to ensure views are heard**

4.6.1 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 pupil governors 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.

#### **4.7 We aim to foster greater community cohesion**

4.7.1 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.

#### **4.8 We base our practices on sound evidence**

4.8.1 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.

## 5 Application of the principles within this policy statement:

5.1.1 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.

## 6 Roles and responsibilities

6.1.1 **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.

6.1.2 **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.

6.1.3 **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.



## Appendix A - 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:

- parent questionnaires;
- staff survey;
- contact with parents representing pupils with particular protected characteristics;
- contact with the local community and disability organisations.

### Pupil-related data

Information	Evidence and commentary
Attainment in Foundation Stage  2016	GLD 72%  Boys 71%  Girls 74%
Attainment at the end of Key Stage 1  2016	Reading Boys 80% Girls 91%  Writing Boys 55% Girls 76%  Maths Boys 78% Girls 72%
Attendance by gender 2015-2016	Girls 96.97  Boys 96.54
Rate of exclusions 2015-16	Nil returns

Information	Evidence and commentary
Rates of bullying/  harassment/behaviour related incidents  2015 – 2016	Nil returns

## 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	92%
Governor representation as at November 2016	45% Male  55% Female  100% White British
Regular Volunteers as at November 2016	85% Female  14% Male  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.

Date of publication of this appendix: November 2016

Date for review and re-publication: November 2017

## Appendix B - Equality Objective

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;
- Parent questionnaires;
- Involvement of the student council;
- Staff survey;
- 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:

**Objective:** To ensure attainment at the end of each key stage (Foundation and Key Stage 1) narrows the gap between national averages and between boys and girls.

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