

Greatham primary school

Equalities Policy

(including Equalities 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 recognise 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 also 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 (part of the MOPP).

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, 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.

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

We are a smaller than average sized primary school set in a semi – rural location within East Hampshire. We have approximately 200 children on roll and most children are of white British origin.

- We have a broadly equal number of boys and girls.
- We have a lower number of disadvantaged pupils (DADV) than the national average.
- We have a lower number of English as an Additional Language (EAL) children than average.
- A small number of our children are from service families.
- Our deprivation indicator shows that we have fewer families living in deprivation than nationally.
- There are 25 members of staff, comprising of 1 male and 24 females.
- Our Governing Body is made up of 9 members. There are 4 female governors and 5 male governors.

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, governors 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
- 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, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- 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
- Marriage and civil partnership – 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 practices 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: October 2023

Date for policy review: October 2027 (with appendix a published annually)



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 forum groups
- parent questionnaires
- involvement of the young governors
- staff survey
- contact with the local community and disability organisations

Pupil-related data from July 2024

Year 2 - Attainment Pupil Groups 2023-2024										
	No	Reading		Writing		Maths		RWM		
		ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	
All	31	26 84%	13 42%	23 74%	5 16%	24 77%	13 42%	23 (74%)	5 (16%)	
Boys	15	11 73%	7 47%	11 73%	3 20%	12 80%	8 53%	11 (73%)	3 (20%)	
Girls	16	15 93%	6 38%	12 75%	2 13%	12 75%	5 31%	12 (75%)	2 (13%)	

Y6 - Attainment Pupil Groups 2023-2024										
	No	Reading		Writing		Maths		RWM		
		ARE+	GDS	ARE+	GDS	ARE+	GDS	ARE+	GDS	
All	26	24 92%	6 23%	24 92%	4 15%	22 85%	5 19%	20 77%	2 (7%)	
Boys	11	10 91%	3 27%	10 91%	1 9%	9 (81%)	4 36%	8 73%	1 (8%)	
Girls	15	14 93%	3 20%	14 93%	3 20%	13 87%	1 7%	12 80%	1 7%	

Information	Evidence and commentary
Attendance by gender July 2024	95.2% attendance 93.2% boys 95.1% girls
Participation in the young governors by gender July 2024	10 children- 5 girls- 50%, 5 boys- 50% This is broadly representative of our school community.

Staff data

Information	Evidence and commentary
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Gender of workforce as at September 2024	22 members of staff 1 male-4% 21 female- 96% We have proportionately more women than men. This reflects the proportion of applications that we receive during recruitment.
Race distribution of workforce as at September 2023	22 members of staff 100% staff are from white ethnic backgrounds. This is reflective of our catchment area and also reflects the proportion of applications that we receive from different ethnic backgrounds during recruitment.
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

Other information

Schools may decide to gather information on other people who use their services, such as parents, adult learners, hirers or school premises, governors etc. A simple table could be used to present this information:

Information	Evidence and commentary
Governor representation as at September 2024	The governing body is made up of 10 people. 5 men (50%) and 5 women (50%). 100% are white British origin This balance has changed and reflects the work that has been undertaken to recruit both men and women. It is now important that we continue to recruit male governors and promote the role of governors widely to ensure a broad range of candidates for selection.

Qualitative information

“The school has published various policies on the school’s internet site www.greathamschool.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: September 2024

Date for review and re-publication: September 2025

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

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:

- *parent forum groups*
- *parent questionnaires*
- *involvement of the Young Governors*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*

Our objectives for this year are as follows:

Objective 1: Continue to monitor the pattern of attainment for differences within groups.

Objective 2: Children behave with consistently high levels of respect for others. Commonalities are identified and celebrated, difference is valued and nurtured. Levels of bullying, violence and harassment are low or non-existent.

Date of publication: September 2024

Date for review and re-publication: September 2025

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

Appendix C

Accessibility Plan 2024-2025

DfE guidance makes it clear that the Equality Act 2010 replicated the duties which existed under the Disability Discrimination Act for governing bodies to carry out accessibility planning. For education centres this responsibility sits with the Local Authority not the management committee. Governing bodies must implement plans which are aimed at

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The delivery of such information must be within a reasonable time and in ways which take account of the pupils' disabilities and any preferences expressed by them or their parents.

Our plan is therefore as follows:

Objective	Actions	Monitoring	Success Criteria
Improve entry and exit facilities in 2 classrooms.	Install ramps outside two of the playground classrooms.	Headteacher to monitor finished work.	Wheelchair access to the classroom is possible and easy.

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