



School Equalities Policy

(including Equalities Information and Objectives)

1. 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.

2. 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/ civil partnership (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.

3. School Context

The school serves its local community. The School is a two form entry Primary School and Nursery with 499 pupils on roll (Raiseonline 2016) The pupil admission number is 60. The school currently has a bulge class within Year 4 so there are 90 pupils in that year group.

The school deprivation factor is 0.36, compared to the national figure of 0.24, placing the school in the 80th and top percentile. The school had a stability factor of 82.3%, compared with the national figure of 85.9%.

The proportion of children identified with Special Educational Needs (EHC and Statements) is 2.4% which is higher than the national average of 1.4%. The proportion of pupils supported at SEN support level is 13.8% compared to 13.0% nationally. Free school meals eligibility is 38.1% (Feb 2015, compared to 26.0% nationally). The majority of pupils come from minority ethnic minority groups (67.0% compared to 30.7% nationally) and 41.0% of children for whom their first language is other than English. (ROL 2016).

4. Principles

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

a) 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
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

b) 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
- Gender (including transgender and gender reassignment) – 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 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

c) 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

d) 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).

e) 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.

f) 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 and parents and staff. Where necessary, we will consult more widely with specific groups.

g) 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.

h) 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.

i) 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.

5. 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

6. 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.

7. 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: September 2016

Date for whole policy and objective review: September 2020

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
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil-related data (taken from Raiseonline 2015)

Information	Evidence and commentary	
	School	National
Number on roll	499	263
Gender	50.5% Girls	49%
	49.5% Boys	51%
Pupils from minority ethnic groups	67.9%	29.7%
Pupils supported at SEN Support	13.8%	13.0%
Attainment– by gender	% of pupils achieving Level 4+ in Reading, Writing and Maths	
Male	64%	77%
Female	91%	83%
Attainment– by race	% of pupils achieving Level 4+ in Reading, Writing and Maths	
White British	94%	81%
White Irish	100%	85%
Traveller	-	43%
Gypsy/Roma	-	29%
Any other white	100%	73%
White and Black	-	77%

Caribbean		
White and Black African	100%	81%
White and Asian	100%	85%
Any other mixed	100%	82%
Indian	-	87%
Pakistani	100%	77%
Bangladeshi	100%	83%
Any other Asian background	-	84%
Black Caribbean	57%	75%
Black African	86%	81%
Any other Black background	60%	77%
Chinese	-	88%
Any other ethnic group	40%	76%
Unclassified – refused	-	81%
Unclassified – information not obtained	-	52%
Attainment – by disability / SEN	% of pupils achieving Level 4+ in Reading, Writing and Maths	
No SEN	100%	90%
SEN Support	30%	43%
EHCP /Statement	0%	16%
	School	National
Attendance by gender 2014-15 (whole school)	% of sessions missed due to overall absence	
Male	4.8%	4.1 %
Female	5.0%	4.0%
Attendance by race (whole school)	% of sessions missed due to overall absence	
White British	3.7%	3.9%
White Irish	2.5%	4.7%
Traveller	-	16.4%
Gypsy/Roma	100%	11.6%
Any other white	4.3%	4.8%
White and Black Caribbean	11.4%	4.9%
White and Black African	6.1%	4.0%

White and Asian	7.8%	4.1%
Any other mixed	7.6%	4.3%
Indian	7.0%	3.8%
Pakistani	10.1%	4.7%
Bangladeshi	4.9%	4.7%
Any other Asian background	3.1%	3.8%
Black Caribbean	5.4%	4.2%
Black African	3.7%	2.6%
Any other Black background	4.3%	3.4%
Chinese	-	2.8%
Any other ethnic group	4.4%	4.2%
Unclassified – refused	4.1%	4.3%
Unclassified – information not obtained	4.6%	4.9%
Attendance by Disability / SEN (whole school)	% of sessions missed due to overall absence	
No SEN	4.5%	3.8%
SEN support	6.9%	5.2%
EHCP / Statement	5.1%	6.5%
Participation in the student council 2015-16	8% of the student council is Black African 50% of the student council is Black Caribbean 18% of the student council is Black Other 8% of the student council is White European 16% of the student council is White British 50% of the council are Male, 50% Female	

Staff data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

Other information

Information	Evidence and commentary
Governor representation as at September 2015	21% Male, 79% Female 100% White British We have more women than men on the governing body. This mirrors that of the staff profile with more Women than Men as members of staff

Qualitative information

The School publishes the following on our website:

- all school policies
- a note about how the school monitors equality issues in everyday school life

- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures

The following information is available on request at the school office:

- minutes of governor meetings
- twinning arrangements with schools which enable pupils to meet and exchange experiences with pupils from different backgrounds
- details about assemblies which deal with relevant equality related issues
- views of the student council

The school has published various policies on the school's internet site www.cranfordpark.hants.sch.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 2016*

Date for review and re-publication: *September 2017*

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

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*
- *staff survey*
- *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 improve the attendance figure of pupils from Minority Ethnic groups so they are at least in line with national figures for children from Minority Ethnic Groups.

Objective 2: To improve the attainment of pupils with SEN / Disabilities so that the attainment gap is closed between those with and without SEN and disabilities.

Legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Date of publication: September 2016

Date for review and re-publication: *September 2020*

Progress against previously set objectives

Objective	Action	How this action was addressed?	Outcome and impact	Objective Achieved?
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Objective	Action	How this action was addressed?	Outcome and impact	Objective Achieved?
1	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Time given at staff meeting Action plan added to website and signposted in The Buzz	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan	Yes
2	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Achievement data analysed by race, gender and disability and gaps identified.	Yes
3	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Spring term 2015 – foundation subject leads to annotate long term plans re race, gender and disability.	Curriculum plans include relevant role models that reflect the diverse community within the school.	Yes
4	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Environment audits scheduled throughout the year for FS leaders, MLT and SLT. Termly	More diversity reflected in school displays across all year groups	Yes
5	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.	School council representation monitored by race, gender, disability All selections of children monitored for diversity	Diversity in school council and all selected groups in school	Yes
6	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	The Headteacher / Governing body will use the data to assess the impact of the school's response to incidents	Teaching staff are aware of and respond to racist incidents SLT have overview of trends and patterns	Yes
7	Introduce initiative to encourage girls to take up sport/physical activity outside the curriculum requirements, including offering dance and	Increased participation of girls in sports clubs and physical activities in breaks	More girls take up after-school sports clubs	Yes

Objective	Action	How this action was addressed?	Outcome and impact	Objective Achieved?
	gymnastics lessons and clubs, to make participation rates more reflective of the school population.			
8	The school will undertake reasonable adjustments to support applications for places for children with disabilities	Assess needs on an individual basis and work with the support of the Local Authority	That disabled children have access to the curriculum.	Yes
9	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas and International Day.	Long term planning PSA events Assemblies	Increased awareness of different communities shown in school events.	Yes
10	Maintain high profile of diversity of languages spoken at Brackenbury	European Languages day Young Interpreters reading programme EYFS KS1 dual language library	High profile of languages around the school	Yes
11	Raise the profile of Global Citizenship	Assembly schedule Link Ethiopia International Award	Increased awareness of global citizenship	Yes

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 must publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.