

Equalities Policy	
Responsible Post	Headteacher
Responsible Committee	FGB
Review Schedule	Annual Review of Objectives, Policy Rewrite every 4 years
Review Date	March 2016
<p>The Governing Body's key roles are:</p> <ul style="list-style-type: none"> • To Provide a strategic view • To Support and challenge the Head Teacher and the School • To ensure accountability. 	



Introduction

We welcome our duties under the Public Sector Equality Act 2011 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, 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.

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

Manor Church of England Infant School is ranked in the lower quartile on the schools index of deprivation in Hampshire. The school sits within the boundaries of Holbury and North Blackfield, an area of recognised deprivation which is served Forest First Children's Centre. On entry into school, a large proportion of children, who are assessed against the Early Years Foundation Profile, score lower than expected in communication and personal and social skills.

The staff and pupils are from predominantly white British backgrounds.

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
- Whatever their age

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
- 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.

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 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.

NOTE: Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

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
- The delivery of Collective Worship
- 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
- Our links with the Church

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 head teacher 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

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).

- parent questionnaires
- involvement of the School Council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community

Pupil-related data

Quantitative data you may wish to consider in this area includes:

- *attainment levels*
- *pupil progress*
- *attendance levels*
- *exclusions, sanctions and rewards*
- *rates of bullying/harassment/behaviour related incidents*
- *take up rates of extra curricular activities/after school clubs etc*
- *participation in the student council*
- *choice of option subjects*
- *results of parental satisfaction surveys and complaints monitoring*

Information	Evidence and commentary																																											
Attainment in End of Key Stage Assessment	<p>End of KS1 SATs 2015 - 18 girls and 8 boys</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Reading</td> <td>2c+</td> <td>91%</td> <td>100%</td> </tr> <tr> <td>2b+</td> <td>63%</td> <td>100%</td> </tr> <tr> <td>2a+</td> <td>25%</td> <td>78%</td> </tr> <tr> <td>3+</td> <td>25%</td> <td>50%</td> </tr> <tr> <td rowspan="4">Writing</td> <td>2c+</td> <td>88%</td> <td>100%</td> </tr> <tr> <td>2b+</td> <td>51%</td> <td>95%</td> </tr> <tr> <td>2a+</td> <td>13%</td> <td>72%</td> </tr> <tr> <td>3+</td> <td>0%</td> <td>28%</td> </tr> <tr> <td rowspan="4">Maths</td> <td>2c+</td> <td>88%</td> <td>100%</td> </tr> <tr> <td>2b+</td> <td>88%</td> <td>89%</td> </tr> <tr> <td>2a+</td> <td>54%</td> <td>61%</td> </tr> <tr> <td>3+</td> <td>42%</td> <td>50%</td> </tr> </tbody> </table>			Boys	Girls	Reading	2c+	91%	100%	2b+	63%	100%	2a+	25%	78%	3+	25%	50%	Writing	2c+	88%	100%	2b+	51%	95%	2a+	13%	72%	3+	0%	28%	Maths	2c+	88%	100%	2b+	88%	89%	2a+	54%	61%	3+	42%	50%
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Percentage of identified SEN	<table> <thead> <tr> <th>2014-15</th> <th>BOYS</th> <th>GIRLS</th> </tr> </thead> <tbody> <tr> <td>SEN Support</td> <td>55%</td> <td>40%</td> </tr> <tr> <td>EHCP</td> <td>5%</td> <td></td> </tr> </tbody> </table>	2014-15	BOYS	GIRLS	SEN Support	55%	40%	EHCP	5%																																			
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Attainment in SATS – by race 2014-15	<p>95% of white pupils have achieved 2c+ in Reading Writing and Maths 100% of mixed race children achieved a 2c+ in Reading Writing and Maths</p>																																											
Attendance by gender 2014-15	<p>50% of boys had 96%+ (school target) attendance 42% of girls had 96% + attendance 34/75 children</p>																																											
Participation in the School Council by race 2015-16	<p>100% of the School Council is White British 56% School Council were boys 44% of School Council were girls The school community in 2015 -2016 - 45% boys / 55% girls</p>																																											

Staff data

100% staff are White British

100% staff are female

There have been no grievance or disciplinary staffing issues in 2014-15

Staff survey evidenced that staff enjoyed their role and had no complaints

Information	Evidence and commentary
Gender of workforce as at April 2015	<p>80% of our workforce are female 20% of our workforce are male We employ a male music teacher, PE coach and Parent Support Advisor</p>
Race distribution of workforce 2015-16	<p>100% of our workforce are white British. This is reflective of our local community.</p>
Applications by gender 2014-15	<p>95% of our applicants are female and 5% male We need to investigate why there are so few men applying for posts in our small school</p>
Attendance at external training	<p>100% of male staff have attended external training 83% of female staff have attended external training</p>

by gender in 2014-15	
Leavers by gender in 2014-15	One female member of staff left the school in the last year to start supply teaching. One member of staff left to have a baby. One member of staff retired. One member of staff came to the end of her fixed term contract.
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

NOTE: Care must be taken not to enable the identification of individual staff within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.

Other information

Information	Evidence and commentary
Attendance at parents evenings 2015-16	95% parents attended parent evenings
Governor representation 2015-16	54% Male, 46% Female 100% British White
Volunteers 2015-16	100% Female, 0% Male 100% British White

Qualitative information

"The school has published various policies on the school's internet site – www.manorinfant.co.uk These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

The school has also published other information relevant to equalities on the equality pages of the school internet site (www.manorinfant.co.uk) This information includes notes of relevant governor and staff meetings and details of current initiatives which the school is undertaking in respect of equalities."

Date of publication of this appendix: March 2016

Date for review and re-publication: March 2020

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

Equalities Policy Objectives	
Responsible Post	Headteacher
Responsible Committee	FGB
Review Schedule	Annual Review of Objectives 2016, Policy Rewrite every 4 years (next 2020)
Review Date	March 2016
<p>The Governing Body's key roles are:</p> <ul style="list-style-type: none"> • To Provide a strategic view • To Support and challenge the Head Teacher and the School • To ensure accountability. 	



Equality Objectives

Appendix B

(Reviewed a minimum of every four years)

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 School Council
- staff survey
- contact with the local community

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

Objective

1. *Ensure that there are regular opportunities to reflect on the increasingly diverse cultural influences and identities in modern day Britain;*
2. *Investigate highly effective teaching and learning strategies to impact on the achievement of lower attaining pupils;*
3. *Promote strong attendance for all pupils, staff and Governors in order to increase access to high quality learning and stronger life chances.*

Date of publication: March 2016

Date for review: annual and **re-publication:** March 2020

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.