



UNITE – INSPIRE- EXCEL

Equalities Policy
(including Equalities Information and Objectives)

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**Member of staff responsible
for this policy in consultation
with staff and governors:**

Jo Redman

**Governing Body Committee
responsible for review:**

Children & Learning Committee

Date of next review:

Spring 2020

Date of Appendix A review:

Spring 2019

Ratified by Governing Body:

March 2017

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 (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

Westfields Junior School is situated in Yateley; a town with a population of around 22 000. It is a somewhat fragmented community with no definite central location. As a school we recognise that this means we have to work especially hard to create and foster a feeling of community belonging and responsibility.

The area is served by ten local authority schools catering for a population diverse in socio-economic terms including a traveller site, half-way house, council and private housing and a registered charity providing accommodation and employment for disabled people. However, the population is predominantly of white, British background.

Our core values of unity, inspiration and excellence underpin all that we do in preparing pupils to become safe, productive, sociable, happy and healthy citizens of the future. Our vision is for 'a school where everyone in the community is inspired to learn with and from each other, where there is mutual respect and self-belief in the pursuit of excellence for all.'

4. Principles

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

4.1 All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents, 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

4.2 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.

4.3 We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

4.4 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

4.5 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).

4.6 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.

4.7 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.

4.8 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.

4.9 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.

4.10 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 relation to all staff matters:

- 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: Ratified March 2017

Date for whole policy and objective review: March 2020

* *NOTES:*

All schools must re-publish equality information contained in Appendix A annually.

All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information.

However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

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, religion and belief and sexual orientation).

We have also involved, or are in the process of involving, staff, pupils, parents and others in the following ways:

- *involvement of pupils*
- *involvement of staff*
- *contact with parents representing pupils with particular protected characteristics*

Pupil-related data (Taken from ASP)

	School (SIMS)	National
Number on roll (all ages)	387	4771804
Gender	Girls 49.7%	48.6%
	Boys 50.3%	51.3%
Pupils with EHC Plan	0.5%	3%
Pupils whose first language is not English	2.1%	20.5%
Pupils eligible for free school meals at any time during the last 6 years	9.0%	24.7%

Attainment: % of pupils achieving scaled score of 100+ in Reading & Maths, expected standard in writing at end KS2

	School	National
Attainment overall	Reading 72% Writing 89% Maths 80%	Reading 75% Writing 78% Maths 76%
Attainment by gender Girls	Reading 75% Writing 89% Maths 80%	Reading 79% Writing 84% Maths 76%
Attainment by gender Boys	Reading 68% Writing 89% Maths 84%	Reading 71% Writing 72% Maths 75%
Attainment by race Minority Ethnic Groups	Data not shown so individual pupils cannot be identified.	
Attainment by FSM	Reading 54% Writing 77% Maths 85%	Reading 80% Writing 83% Maths 80%
Attainment by SEND without an EHCP (SEN Support)	Reading 14% Writing 14% Maths 29%	Reading 75% Writing 78% Maths 76%

Attainment: % of pupils achieving scaled score of 110+ (a high scaled score in R&M or greater depth in Writing at end KS2)		
	School	National
Attainment overall	Reading 30% Writing 36% Maths 30%	Reading 28% Writing 20% Maths 24%
Attainment by gender Girls	Reading 41% Writing 50% Maths 27%	Reading 32% Writing 25% Maths 22%
Attainment by gender Boys	Reading 16% Writing 19% Maths 32%	Reading 24% Writing 15% Maths 25%
Attainment by race Minority Ethnic Groups	Data not shown so pupils cannot be identified	
Attainment by FSM	Reading 20% Writing 30% Maths 0%	Reading 32% Writing 23% Maths 28%
Attainment by SEND without an EHCP (SEN support)	Reading 0% Writing 0% Maths 9%	Reading 28% Writing 20% Maths 24%

Reading, Writing & Maths – expected standard (high standard)		
	School	National
Total	67% (16%)	64% (10%)
Attainment by gender Girls	68% (20%)	68% (12%)
Attainment by gender Boys	65% (11%)	60% (8%)
Attainment by race Minority Ethnic Groups	Data not shown so pupils cannot be identified	
Attainment by FSM	50% (14%)	70% (12%)

Progress score for Reading, Writing and Maths at end of KS2	
Progress overall	Reading -1.99 Writing 1.19 Maths -0.78
Progress by gender girls	Reading -0.92 Writing 2.52 Maths -1.46
Progress by gender boys	Reading -3.21 Writing -0.32 Maths 0.00
Progress by FSM	Reading -3.12 Writing 0.47 Maths -0.65
Progress by SEND without a EHCP	Reading -3.21 Writing 0.70 Maths 1.27

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 March 2018	50% Female, 50% Male 8.3% Black Caribbean, 8.3% Filipino, 83.4% White British

Qualitative information

The school has published various policies on the school's internet site www.westfields-jun.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: *Ratified Spring 2019*

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

NOTE: 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, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *involvement of pupils*
- *involvement of staff*
- *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 raise the achievement of all children in mathematics including specific groups.

With the recent changes in the curriculum and assessment alongside raised expectations for attainment, mathematics remains an area for development particularly in relation to specific groups (pupils with SEND, girls and disadvantaged). We are currently focusing on a number of strategies that have been implemented, including screening on entry for gaps in mathematical understanding; group focus for termly pupil progress meetings and tracking; targeted maths intervention groups and programmes to narrow and close these gaps; one-to-one tuition and effective feedback support in maths; additional diagnostic training in maths for some staff; greater liaison with Westfields Infant School and Yateley School; membership of the Maths Hub; development of planning formats and a review of the LTP; purchase and deployment of mathematics resources;. These strategies will continue as needed and new strategies are being evaluated as part of our ongoing self evaluation and monitoring processes.

The 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 review: March 2017

Date for review 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.