



# **Bidbury Infant School**

## **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 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**

- Bidbury Infant School is situated in Bedhampton in the Borough of Havant and shares the same site as Bidbury Junior School.
- Currently 180 children are on roll and just under half of our children are from out of catchment area.
- Almost all of the pupils come from a white British background. (98%)
- The school prepares and uses a Single Equality Scheme which is reviewed annually and rewritten every three years. This document reflects all equality and diversity issues we face as a school. (See Single Equality Scheme 17 to 20)

Our core equality issues in our Single Equality Scheme are:

- To accelerate boys progress and attainment
- To maintain attendance levels as good for all groups

## 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
- Whatever language is a 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
- 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 and through other monitoring undertaken with children; 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.

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 practice 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: March 2012**

**Reviewed March 2016**

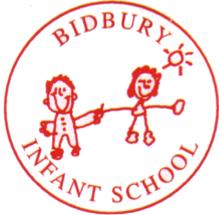
**Date for policy review: March 2020**

**Signed .....** Chair of Governors **Date.....**

\*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.,*



## Bidbury Infant School

### Equalities Information

### Appendix A

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 and staff questionnaires
- consideration of pupil views
- 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 Reading July 2017	<table> <tr> <td>ARE</td> <td>HS</td> </tr> <tr> <td>All 86%</td> <td>42%</td> </tr> <tr> <td>Boys 88%</td> <td>39%</td> </tr> <tr> <td>Girls 85%</td> <td>46%</td> </tr> </table>	ARE	HS	All 86%	42%	Boys 88%	39%	Girls 85%	46%
ARE	HS								
All 86%	42%								
Boys 88%	39%								
Girls 85%	46%								
Attainment in Writing July 2017	<table> <tr> <td>ARE</td> <td>HS</td> </tr> <tr> <td>All 86%</td> <td>37%</td> </tr> <tr> <td>Boys 82%</td> <td>39%</td> </tr> <tr> <td>Girls 92%</td> <td>35%</td> </tr> </table>	ARE	HS	All 86%	37%	Boys 82%	39%	Girls 92%	35%
ARE	HS								
All 86%	37%								
Boys 82%	39%								
Girls 92%	35%								
Attainment in Maths July 2017	<table> <tr> <td>ARE</td> <td>HS</td> </tr> <tr> <td>All 78.0%</td> <td>27%</td> </tr> <tr> <td>Boys 82%</td> <td>36%</td> </tr> <tr> <td>Girls 73%</td> <td>15%</td> </tr> </table>	ARE	HS	All 78.0%	27%	Boys 82%	36%	Girls 73%	15%
ARE	HS								
All 78.0%	27%								
Boys 82%	36%								
Girls 73%	15%								
Participation in After School Clubs as at July 2017	A range of girls, boys, ethnic minority and other vulnerable groups attend a wide range of after school clubs provided by the school or by community groups. These clubs are free, or subsidised by the school to keep costs to a minimum.								
Attendance 2016/2017	<table> <tr> <td>All 96.35%</td> </tr> <tr> <td>Boys 96.38 %</td> </tr> <tr> <td>Girls 96.32 %</td> </tr> <tr> <td>Pupil Premium 93.78 %</td> </tr> <tr> <td>EAL 97.5 %</td> </tr> </table>	All 96.35%	Boys 96.38 %	Girls 96.32 %	Pupil Premium 93.78 %	EAL 97.5 %			
All 96.35%									
Boys 96.38 %									
Girls 96.32 %									
Pupil Premium 93.78 %									
EAL 97.5 %									
SEN 16 to 17	20% of children in school are on the SEN register at school action or school action plus. (Although this percentage does vary)								
Pupil Premium	12% are entitled to pupil premium								
Gifted and Talented	We have a working list of children on our gifted and talented register. This is usually around 10% of the children in each year group and can be for any area of learning.								

**ARE = pupils achieving age related expectations**

**HS = pupils achieving higher standard**

**All children make accelerated progress including boys. As boys enter our school with significantly lower attainment than girls, the equal outcomes for boys at the end of Year Two demonstrate a closing of the gap between genders during their time at the school.**

### Qualitative information

- Policies relating to equality can be found on the school website
- Issues surrounding equality are a regular agenda item for discussion at staff and governors meetings.
- Staff receive training relating to equality at the beginning of every academic year
- Other regular curriculum/organisational monitoring takes place through discussions with children and adults and scrutiny of documents

- The school is organised to ensure every child has equal opportunity and his/her needs are effectively met by the staff team
- The school has developed a flexible and responsive curriculum to meet the needs of our children
- School Development Plans and progress meetings focus on improving outcomes for all and ensuring progress is good for significant groups e.g. boys and girls.
- The school is twinned with a school in Scotland and is perusing a link with a school on the African continent so that pupils have the opportunity to exchange experiences with pupils from different backgrounds
- The school has a strong Personal Development Curriculum which promotes tolerance, friendship and understanding
- 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:            March 2018**  
**Date for review and re-publication:            March 2019**

*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 questionnaires
- consideration of the student views
- contact with parents representing pupils with particular protected characteristics

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

### Objective 1:

In light of increased National Curriculum Age Related Expectations, continue to accelerate the progress of girls and boys regardless of race and socio/economic circumstances, so that as many children as possible meet the standards for teacher assessment at the end of Key Stage One.

Subject	To reach Age related Expectations
Reading	80 – 90 %
Writing	80 -90%
Numeracy	85 – 95 %

**Date of publication: April 2012, March 2013, March 2014, March 2015 March 2016 March 2017 March 2018**

**Date for review and re-publication: April 2019**

*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.*

JJ February 2018