



Equality Policy Statutory

Written by:	HCC/Headteacher	Reviewed by:	FGB
Review Date:	November 2019	Next Review Date:	November 2023
Annual Information last updated			November 2020
Review Cycle:	Every 4 Years	Ratified by FGB:	28.11.19
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Hart Plain Junior School Equality Policy (including Equality 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, race, 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

Hampshire is a large and diverse county with over a million residents, within which there is a mix of urban and rural areas. The majority of the population live in these urban areas, within which there are pockets of deprivation but the deprivation across Hampshire is not evenly spread. The district of Havant, which has a population of 120,700(2011 Census) has quite different distributions to the rest of Hampshire and even to the South East as a whole, with overall much higher proportions of greater deprivation than may be expected.

The 2011 census shows that B.M.E is underrepresented within Havant. 5.9% of the population are from ethnic communities although in recent years there has been an increase in migrant workers, particularly from the European Union.

Approximately 15% of the population have a declared disability and 11% are registered for Mental Health issues for 2007/2008 there were 732 reported incidents of hate crime; 83.5% of these were related to race and the remaining 16.5% were related to sexual orientation and transsexual issues. Havant has an aging population with an average of 40 although there is a boom in population in children aged between 5 and 10. The main religious group is Christian (8%), followed by Muslim (0.4%), Hindu (0.3%) and Sikh (0.1%).

As of November 2019, 36% are eligible for free school meals; 31% have been identified by the school as having Special Educational Needs and 49% of the children are considered to be vulnerable. The school currently has 7 more girls than boys.

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 their first language
- Whatever their connection with the forces community

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 understand 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 acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate 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 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 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

LEGISLATIVE REQUIREMENTS OF THE PUBLIC SECTOR EQUALITY DUTY

On 5 April 2011, the Public Sector Equality Duty under section 149 of the Equality Act 2010 came into force replacing the previous race, gender and disability duties. This new duty extends to all aspects of a person's identity, known as 'protected characteristics' that are protected under the Equality Act 2010.

The Act provides for a **general duty** under section 149, which requires Governing Bodies to:

1. **Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010**, by removing or minimising disadvantages suffered by people due to their protected characteristic.
2. **Advance equality of opportunity between people who share a protected characteristic and people who do not**, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations across all protected characteristics - between people who share a protected characteristic and people who do not**, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

In September 2011, the Equality Act 2010 (Specific Duties) Regulations 2011 came into force requiring all schools to comply with two specific duties, to demonstrate their compliance with section 149 of the Equality Act. The **specific duties** are:

1. **Annually publish equality information relating to people who share a particular characteristic and are affected by the school's policies and practices.** The legislation makes it clear that this does not apply to schools with less than 150 staff, so in many instances, you will be required only to publish pupil data. The purpose of this is to ensure that the public have as complete and clear a picture as possible of how their school has addressed the three aims of the general duty, what has been achieved as a result and what areas need to be targeted for development. The first date for publication of this information was 6 April 2012.
2. **Publish one or more objectives at least every 4 years to achieve one of the three aims of the general equality duty.** The purpose of this is to demonstrate that Governing Bodies have analysed their equality information, engaged as appropriate with relevant groups and set specific and measurable targets for improvement. **The first date for publication of these objectives was 6 April 2012. In practice this means that equality objectives need to be published again by April 2016 to meet the four yearly requirement.**

The legislation stipulates that the information is published in a manner which is accessible to the public, such as on the school's website, and this can be either published as stand alone document or as part of another document.

PROTECTED CHARACTERISTICS

The Equality Act sets out obligations in relation to "protected characteristics".

The protected groups are:

Age	Not applicable to pupils
Disability	Applicable to both staff and pupils
Sex	Applicable to both staff and pupils
Gender re-assignment	Applicable to both staff and pupils
Race	Applicable to both staff and pupils
Pregnancy and maternity	Applicable to both staff and pupils
Marriage and civil partnership	Not applicable to pupils
Religion and belief	Applicable to both staff and pupils
Sexual orientation	Applicable to both staff and pupils

Schools may also have other characteristics that are not protected in the legislation but are relevant to their local circumstances, such as having a connection with the forces community, or those with refugee/asylum status etc. You may choose to consider these groups and publish information in relation to these groups, albeit there is not a legal requirement to do so.

HART PLAIN JUNIOR SCHOOL - EQUALITIES INFORMATION - DATE OF PUBLICATION – 28/11/2019

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. 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).

This information should also be read in conjunction with our equality objective(s). In compiling this equality information we have:

- identified evidence of equality we already have within policies and practice and identified gaps;
- examined how we engage with the protected groups, identifying where practice could be improved;

Pupil-related information – Date of publication 23.11.2020

Information	Evidence and commentary	
Attainment in English Reading by gender 2019-2020		EXS GDS
	Girls	Due to Covid-19 KS2 Examinations were cancelled in 2021 following the partial closure of schools during lockdown on 20.3.2020.
Boys		
Attainment in English Writing by gender 2019-2020	Girls	
	Boys	
Attainment in Maths by gender 2019-2020	Girls	
	Boys	
Roles of responsibilities – gender distribution:		
Participation in the Young Governors as of September 2021 by gender	Girls	62.5%
	Boys	37.5%
Participation in the Digital Leaders as of September 2021 by gender	Girls	62.5%
	Boys	37.5%
Participation in the Online Warriors as of September 2021 by gender	Girls	87.5%
	Boys	12.5%
Participation in the Buddies as of September 2021 by gender	Girls	70%
	Boys	30%
Participation in the Community Leaders as of September 2021 by gender	Girls	50%
	Boys	50%

As attendance has been significantly impacted by the pandemic

Attendance 2019/2020	Year 3	Year 4	Year 5	Year 6	Whole School
Attendance	95.72	94.79	95.05	93.69	94.83
Authorised Absence	3.45	3.58	4.51	4.06	3.88
Unauthorised Absence	0.83	1.63	0.44	2.25	1.29
Persistent Absence >=10%	6 pupils	10 pupils	5 pupils	7 pupils	28 pupils
PP	94.8	94.6	93.8	90.7	93.7
SEN	94.9	93.6	91.4	88.1	92.2

Workforce information - this is not required as we have fewer than 150 staff

HART PLAIN JUNIOR SCHOOL - EQUALITY OBJECTIVE(S) - DATE OF PUBLICATION: 28/11/2019

The Public Sector Equality Duty has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by 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).

The objectives should also be read in conjunction with the school's current equality information from which the objective was derived.

As a Governing Body we feel that the aim of this equalities policy will be best delivered in delivering our school vision and through the development of our five core values.

Our School Vision:

At Hart Plain Junior School we foster a lifetime love of learning, where children acquire the knowledge, skills, resilience and heart to pursue and achieve their individual dreams.

Integrity - We do the right thing and make responsible choices even when it is difficult

Happiness - We know what makes us happier and how to make our community a better place for all

Aspiration - We strive to succeed and to be the very best we can in order to achieve our goals

Respect - We treat others as we would like them to treat us and celebrate our differences

Courage - We have the bravery to tackle the challenges of life and face them head on

Objective 1: In order to develop our Happiness core value we will be establishing a mental health curriculum resource in order to be able to develop the emotional wellbeing of our pupils. This will be tracked within our School Improvement plan and will be evaluated through pupil discussions, incident tracking and discussions with parents/guardians/carers.

Objective 2: In order to develop all of our core values we will develop an LGBTQ+ inclusive curriculum to develop pupils' awareness of differences within our community and support them in celebrating these. This will be tracked within our School Improvement plan and will be evaluated through pupil and staff discussions, incident tracking and discussions with parents/guardians/carers.