Woodcroft Primary School
Equality Policy

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Co-ordinator responsible for the policy in consultation with the staff and governors:

Head Teacher

Reviewed: September 2023
Next Review Date: September 2026

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 Policy 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, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and 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.

School Context

Hampshire is a large and diverse county with a population of 1.4 million residents (2021 census), 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 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, e.g. Leigh Park area. The 2021 census shows that 18.3% of the population nationally are from ethnic communities other than the 'white' categories. In the borough of Havant, this percentage drops to 4.1% of the population. The overall crime rate for the borough of Havant in 2022 was 88 crimes per 1,000 people. This compares poorly to Hampshire's overall crime rate, coming in 3.4% higher than the Hampshire rate of 85 crimes per 1,000 people. The most common crimes in Havant are currently violence and sexual offences and the least common is theft from the person. 49.8% of the Havant population are aged between 25 and 64, with 25.8% of the population being younger than 24.

The main religious group in Havant is Christian (45.3%), which is broadly in line with the national picture (46.2%). A higher proportion of the Havant population describe themselves "no religion" – 47.4% for Havant compared to 37.2% nationally.

Within the Hampshire context, Woodcroft Primary School has its own unique features.
The Index of Multiple Deprivation based on Autumn 2019 census, ranks the school in the top 20% of the most deprived area in the UK. The School's ADICA for the majority of children it serves is rated 2nd on the IDACI decile.

There is a fairly even split between boys and girls with 47% being boys and 53% being girls. 9% of children have been identified as having English as an additional language. 54% of pupils are eligible for Free School Meals and 22% have been identified by the school as having Special Educational Needs with 4% of these children having an Educational Health Care Plans. (source: Summer Census 2023)

Principles

To fulfil our legal obligations, we are guided by a number of key 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 sex
- Whatever their 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
- 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

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
- Sex – we recognise that girls and boys, men and women have different needs
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex
- 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

- Marriage and civil partnership – 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

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

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

- · *focus groups*
- · *parent questionnaires*
- · *involvement of the pupil governors*
- · *staff survey*
- · *contact with parents representing pupils with particular protected characteristics*
- · *contact with the local community and disability organisations*

Pupil-related data

Attainment at the end of Key Stage 1 2023:

	Reading	Writing	Maths	R/W/M combined
All	58%	54%	54%	54%
All national	68.4%	60.2%	70.5%	56.2%
Boys	44%	50%	38%	38%
Girls	80%	90%	80%	80%

Attainment at the end of Key Stage 2 2023:

	Reading	Writing	Maths	R/W/M combined
All	60%	67%	76%	53%
All national	72.5%	71.4%	72.7%	59%
Boys	45%	55%	78%	45%
Girls	68%	74%	74%	58%

- Attendance by Gender 2022-2023: Girls 92.2% Boys 92.9% whole school 93.6%
- Above 95% attendance 2022-2023: 61% of children; 49% of these are boys and 51% are girls
- 95% attendance or below 2022-2023: 48% of children; 45% of these are boys and 55% are girls
- Rate of exclusions 2022-2023: Fixed term = 2: Fixed term sessions = 6
- Rates of bullying/harassment/behaviour related incidents 2022-2023: 4
- 15% (approx. 30 children) attend breakfast club on a regular basis. Breakfast club is provided by support staff.

Staff data

As a School we have less than 100 staff, therefore the Governing Body has decided not to publish information in relation to their staff.
We recognise the requirement to have information on the characteristics of the workforce to enable the impact of policies and practices on particular characteristics to be determined resulting in a decision being made about whether objectives need to be set in relation to the workforce.

Other information

The Governor representation as at September 2023 is 38% male, 62% female with 100% being white British.

Qualitative information

The School has published various Policies on their respective School's internet sites:
https://www.woodcroftprimary.co.uk/policies/

These Policies evidence the Schools' 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 schools internet sites - www.woodcroftprimary.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.

Equality Objectives Appendix B

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

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

- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

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

Objective: *To ensure attainment at the end of each key stage (Foundation, Key Stage 1 and Key Stage 2) narrows the gap between national averages and between boys and girls.*