



EQUALITIES POLICY

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

- Bordon Infant School is situated in the garrison town of Bordon in north East Hampshire.

- The school has a large percentage of army families (ranging between 30-60% over time)
- The majority of staff and pupils are of white British origin although there is a significant number of Nepalese families and families from a variety of other ethnic origin.
- The majority of staff are female and the percentage of pupils who are girls ranges from 40-50% on average
- Many of pupils live in army accommodation, with the remainder living in social housing or owner occupied households.
- Achievement levels for all groups are broadly in line with national averages, despite entry levels being significantly below national averages.
- The majority of pupils are of Christian religion and have English as their first language although there are a significant number who have English as an additional language and come from diverse religious backgrounds.
- Pupil mobility is very high.
- There are no refugees and asylum seekers on roll at the time of writing.

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 first language
- 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
- Whether or not they are a member of a service family

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 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. 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

Ratified by: Full Governing body

Date: 23rd March 2015

Signed (Chair):.....



Equalities Information 2015- 2016

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:

- Staff consultation
- Governor consultation
- Parent questionnaires
- Pupil attitude survey review
- School council discussions

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information.

The most recent information collected by the school will be available on the school website and updated annually. The school will do its best to respond positively to requests for copies in paper form or alternative formats.



Equalities Pupil-related data Attainment data 2015-16

Year 2

End of KS1 2015-16	Working at the Expected Standard or better		Working at Greater Depth within the Expected Standard	
	School	National	School	National
Reading	71%	74%	32%	24%
Boys (27)	74%	70%	33%	20%
Girls (32)	69%	78%	31%	27%
Pupil Premium (14)	57%	62%	29%	13%
Non PP (41)	76%	78%	33%	27%
Non SEN (40)	85%	80%	45%	27%
Writing	59%	65%	14%	13%
Boys (27)	56%	59%	11%	10%
Girls (32)	63%	73%	16%	17%
Pupil Premium (14)	36%	53%	14%	7%
Non PP (41)	67%	70%	13%	16%
Non SEN (40)	80%	73%	20%	15%
Maths	69%	73%	22%	18%
Boys (27)	74%	72%	26%	19%
Girls (32)	66%	74%	19%	16%
Pupil Premium (14)	57%	60%	7%	10%
Non PP (41)	73%	77%	27%	20%
Non SEN (40)	83%	80%	25%	20%

Y1 Phonics Screening Check Y2 - All Pupils (60 pupils)

Year 2 (60 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	60 (100%)	33.7	12 (23.1%)	40 (76.9%)
Males	29 (48.3%)	31.0	10 (37.0%)	17 (63.0%)
Females	31 (51.7%)	36.5	2 (8.0%)	23 (92.0%)
In Care	1 (1.7%)	20.0	1 (100.0%)	0 (0.0%)
FSM	4 (6.7%)	32.5	2 (50.0%)	2 (50.0%)
Not FSM	56 (93.3%)	33.8	10 (20.8%)	38 (79.2%)
Pupil Premium	15 (25.0%)	32.5	4 (26.7%)	11 (73.3%)
Not Pupil Premium	45 (75.0%)	34.2	8 (21.6%)	29 (78.4%)
SEN Support	11 (18.3%)	28.4	5 (50.0%)	5 (50.0%)
Education, health and care plan	2 (3.3%)	14.5	2 (100.0%)	0 (0.0%)
Not SEN	47 (78.3%)	36.0	5 (12.5%)	35 (87.5%)
Academically More Able	21 (35.0%)	37.8	0 (0.0%)	21 (100.0%)

	PSED	Physical	Comm and Lang	Literacy		Mathematics	total
				Read	Writ	Num	
	ELG	ELG	ELG	ELG	ELG	ELG	GLD
All	81%	84%	79%	75%	70%	84%	68.3%
Boys	79%	81%	76%	77%	71%	88%	67.6%
Girls	83%	89%	85%	73%	69%	79%	69.2%
FSM	67%	78%	78%	78%	67%	78%	67.0%

Staff data

As there is less than 150 staff no data is published

Date of publication of this appendix: *19/3/2016*

Date for review and re-publication: *19/3/2017*



Bordon Infant School Equality Objectives 2016-2020

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, 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:

- Staff consultation
- Governor consultation
- Parent questionnaires
- Pupil attitude survey review
- School council discussions

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

Objective 1: To improve the achievement of boys writing

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