



# Shamblehurst Primary School Equality

## School Equality Duty 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.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

## 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 gender reassignment, 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.

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.

### **School Context.**

Hampshire covers 1,420 square miles and is 85% rural. In 2011, 1.32 million people lived in Hampshire. By 2018 more than 1 in 5 people will be aged 65 or over (21%). The number of young people (aged 0-19) makes up 23.4% of the population.

Hampshire is diversifying more slowly than the rest of the UK. 92% of Hampshire residents are White British. After English, the second most common language is Nepalese (7,600) with the third most common language being Polish.

**Shamblehurst Primary School** is situated in the Borough of Eastleigh. 125,199 people live in Eastleigh (2011) with 36,634 living in Hedge End, West End and Botley. The population of Eastleigh is 94.7% White, 1.4 mixed, 3.0 Asian/Asian British, 0.5 Black. Black British and 0.5 listed as other Ethnic Groups. 61.9% of the residents in Eastleigh are Christian, 0.3 Buddhist, 0.7 Hindu, 0.1 Jewish, 0.8 Muslim and 0.7 Sikh. 28.5% listed as no religion.

Our school is an exciting and diverse place to learn. 387 of our 459 children are White British, 12 are Indian, 8 are Chinese, 8 are White and Black African, 7 White and Black Caribbean with 6 children from White and Asian origin. We also have children who are from Black African, Pakistani and Gypsy/Roma families.

Most children in our school have ‘no religion’ – 236 out of 459. 174 children have a Christian faith, 31 children are listed as ‘other’, 6 are of Muslim faith, 5 Hindu, 5 Sikh and 2 Buddhist.

### **Attainment.**

End of Key Stage 2 data indicates that girls outperform boys in most subjects.

57% of girls achieved the expected standard in all of reading, writing and mathematics compared to 50% of boys.

	Reading	Writing	SPAG	Mathematics
Boys	62%	68%	67%	70%
Girls	70%	81%	78%	70%
Difference	8%	13%	11%	0%

According to Raise on Line this is a similar position seen in previous years. Girls also outperform boys at a high score in reading (22% compared to 16%) and grammar, punctuation and spelling (27% compared to 18%) and at a greater depth in writing (19% compared to 11%)

In Key Stage One our raise data (2105-16) also indicates that girls outperform boys.

	Reading	Writing	Maths
Boys	73	50	53

Girls	87	73	80
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Gender differences are now tracked at all data drops and there are interventions in place to address any significant gender differences.

### **Staff Data.**

Gender workforce as of January 2017 90.54% female 9.46% male

Race distribution of workforce as of January 2017 is 86.49% of staff are White British, 8.11% White other, 2.7% Mixed Asian or Indian

Applications by gender since Sept 2016 – 67% female 33% Male

98.95% staffs are not disabled

Rates of return of staff on maternity leave (April 2016) is 100%. All have been on reduced hours.Three members of staff are currently on maternity leave.

The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

### **Governing Body Data**

Our Governing Body is made up of 64% male and 36% female.91% are White British with 9% listed as White Other

### **Principles**

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

#### **1. All pupils, families and staff are of equal value.**

We see all current and potential pupils, 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

#### **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 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 and parents
- 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 and parents 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 and parents 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, ensuring 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, this will be 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.

**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 below 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 the equality duty:**

The principles outlined above 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 behavior, discipline and exclusions
- Our partnership working with parents
- 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**

- Monitor the implementation of the Statement and the objectives to check progress and assess the impact on staff, learners and parents and others
- Ensure that all governors are aware of their legal responsibilities under equality legislation
- Approve the equality information to be published annually and the objectives to be published every four years.
- Check the implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic.

#### **The Head teacher will**

- Provide proactive leadership to create a community that recognizes and celebrates difference within a culture of respect and cooperation
- Ensure staff, pupils, parents and any other interested stakeholders are aware of the Statement and their roles and responsibilities in implementing it
- Monitor to ensure effective implementation of the Statement and objectives
- Provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement.

The Leadership team will

- Drive forward implementation of the Statement and action to achieve the objectives
- Support staff to carry out their role in implementing this Statement
- Provide effective leadership on equality issues
- Respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization.

All staff will

- Recognize that they have a role and responsibility in their day-to-day work to
  - eliminate discrimination, advance equality and foster good relations
  - challenge inappropriate language and behaviorTackle bias and stereotyping
  - respond appropriately to incidents of discrimination and harassment and report these
  - respond appropriately to the needs of pupils, parents, staff and others with protected characteristics
  - and encourage pupils to do the same
- Highlight to the senior leadership team and staff training or development that they require to carry out the above role and responsibilities.

## Shamblehurst Primary School Equality Action Plan Jan 2017-Jan 2021

	Priority	Actions	Lead responsibility	Timescale	Expected Outcomes
<b>Race Equality</b>	Ensure that adult role models are reflective of a range of cultures.	<p>Through the staff appointment procedures be aware of the need to promote race equality</p> <p>One World Week every year</p> <p>Invite a wide range of visitors to school where possible</p> <p>Ensure that the curriculum provides opportunities to learn about different cultures in this country and globally.</p> <p>Data drops look at the academic outcomes and progress of EAL children with a follow up discussion through pupil progress meetings.</p>	AJ  AJ All staff	Ongoing	<p>Our school reflects the diversity of our community</p> <p>A range of visitors in school reflective of differing races and cultures</p> <p>Curriculum map revised. New units written and prepared</p> <p>Resources around the school reflect race and equality awareness</p>
<b>Disability Equality</b>	Break down barriers to perceptions of disability	<p>Celebrate the achievements of disabled role models nationally and globally</p> <p>Ensure a range of visitors enable pupils to engage positively with disabilities</p> <p>Ensure that children with a disability have 'reasonable</p>	AJ  All staff	Ongoing	<p>Celebrate inclusion and diversity through assemblies</p> <p>A range of visitors in school who have disabilities</p> <p>Children with disabilities have reasonable adjustments made in terms of access to the curriculum and extended opportunities within school.</p>

		<p>adjustments' made for them throughout the curriculum and school. Including awareness of medical appointments and susceptibility to illness in regards to 100% attendance award.</p> <p>Data drops look at the academic outcomes and progress of children with disabilities with a follow up discussion through pupil progress meetings to ensure their needs are met and reasonable adjustments have been made so that they fully access school life.</p> <p>Provide larger text where needed</p>			<p>School office making the provision appropriate when required</p>
<b>Gender Equality</b>	<p>Ensure the school promotes gender equality.</p> <p>Continue to create engaging learning opportunities that promote achievement for boys and girls.</p>	<p>Apply the principles of equal opportunities and gender equality to recruitment selection procedures at all times</p> <p>Focus/audit provision of appropriate resources to ensure girls and boys are making good progress in all classrooms.</p> <p>Data drops include analysing performance of boys and girls with a follow up discussion through pupil progress meetings.</p>	AJ All staff	Ongoing	<p>A balance of male and female role models throughout the school</p> <p>Library with sufficient text to support both genders</p> <p>Gender differences are in line with national data</p>
<b>Community</b>	Achieve a greater	Citizenship and RE subject reviews	RE leader	Ongoing	The planned curriculum represents national

<b>Cohesion.</b>	awareness of national and community identity. Embed British Values through curriculum.	to audit community, national and global coverage.	AJ		and global community learning opportunities, as well as reflecting British Values
<b>Sexual Orientation</b>	Ensure that Sex and Relationship Education recognises diverse family structures.	Ensure all staff respond appropriately to questions raised by children.	All staff	Ongoing	Pupils and staff recognise that families are made from a range of gender and sexual orientations
<b>Religious Belief</b>	Ensure tolerance	Staff hand book and induction procedures to raise awareness of sensitivity towards diverse religious beliefs. Tolerance is a core value and shared in perspective and website Pupil behaviour expectations of tolerance towards all differences	All staff	Ongoing	School ethos is recognised and supportive of diversity
<b>Age</b>	Ensure staff profile is representative of all ages	HCC Employment guidelines are followed	AJ TR GOVS	On going	Employment law adhered to

