

Shamblehurst Primary School Equality Statement, incorporating our Equalities Policy.

‘Building dreams, shaping futures, inspiring life-long learning.’

School Vision.

At Shamblehurst Primary School our motto is strengthened by our Vision and Values which promote the spiritual, moral, social and cultural development of our children, helping them to develop an understanding of positive relationships, have courage to debate and stand up for what is right and embrace each other’s differences.

‘Building dreams, shaping futures, inspiring life-long learning.’

Our Vision

- To discover and realise the brilliance in everyone.
- To develop outstanding global citizens who are confident, creative, independent life-long learners.
- To deliver outstanding teaching through an exciting curriculum, which expands all young peoples’ capacity and appetite to learn.
- To provide a safe, stable and disciplined environment, within an ethos of respect, care and support that enables children to thrive academically, socially and personally.
- To create an irresistible learning environment for our community of learners.
- To equip children with the skills they need to lead happy, healthy and fulfilled lives.
- To develop and maintain strong, positive partnerships with parents and our community for the benefit of all children.

Our Values

Our school is developing a Learning Community where:

- We believe that everybody can achieve and thrive;
- We take risks and build resilience by embracing challenge;
- We recognise that learning never stops;
- We are proud of our tolerant, diverse and respectful community;
- We act with integrity and recognise that we are all role models;
- We are accountable.

At Shamblehurst Primary School, we recognise our aim is to provide equality of opportunities for all children to participate in every aspect of school life, paying due regard to health and safety and pupil’s age, aptitude and ability.

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 in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) 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 and that our commitment to equality and diversity is a fundamental part of our drive towards excellence and underpins our promotion of British Values.

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

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 and Governors).

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. In 2018 more than 1 in 5 people were 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 91.7% White British 3% White – non-British, 1.4 mixed, 3.0 Asian/Asian British, 0.005 Black.

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.

School Data

Our school is an exciting and diverse place to learn. 429 of our 504 children are White British, 10 are Indian, 6 are Chinese, 10 are White and Black African, 4 White and Black Caribbean with 4 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' – 283 out of 504. 165 children have a Christian faith, 35 children are listed as 'other', 10 are of Muslim faith, 2 Hindu and 5 Sikh.

12 Languages are spoken. 9% of our children have English as an additional language. Jan 2020 16% of our children have SEND. Dec 2020 22.5% of children in our school are in receipt of the Pupil Premium Grant (Jan 2020).

Staff Data.

Our school is an exciting place to work and to teach. Our workforce comprises of the following characteristics. (Jan 2020)

Gender workforce as of January 2020 is 94.2% female 5.78% male

Race distribution of workforce as of January 2020 is 92.75% of staff are White British, 7.25% White other.

Applications by gender since Sept 2018 – we have advertised for 5 LSA jobs, 1 NQT post, 2 teachers and 5 MDSA. All staff have been female. 7 male NQTs applied for the post and 3 men applied for LSA positions. Correct as of Jan 2020 – New appointments include three female LSAs and 2 female NQTS this year.

99.9% staff are not disabled Jan 2021 . This equates to one staff member.

Rates of return of staff on maternity leave (since Sept 2018) is 100%. All have been on reduced hours. One member of staff has just returned from maternity leave.

The age bands of staff are the following: 15.9% are between 20 and 29, 28.9% are between 30 and 39. 30.4% are between 40 and 49, 23.19 % of staff are between 50 and 59 with one member of staff falling in to the 60+ category. (1.45%) Correct as of Jan 2020

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 25% male and 75% female. 87.5% are White British with 12.% listed as White Other Jan 2021

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, their parents and carers, staff, governors and volunteers as of equal value:

- Whether or not they are disabled
 - Whether or not they have additional educational needs (Special Educational Needs, SEND)
 - 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
 - Whether or not they have a connections with the Forces community
 - Whether or not they have refugee/asylum status
 - Whether or not they are in temporary or permanent accommodation
 - 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 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 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 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.

10. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this we:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, SEND and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and SEND, without stereotyping;

- Promote attitudes and values that will challenge racist and other discriminatory behavior or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact of learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils eg P4C, circle time. PSHE sessions weekly, a curriculum that has debate and discussion at it's heart.

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 Assembly programmes
- 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 and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying.

Shamblehurst primary 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. Staff are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the members of staff present, escalating to a class teacher/member of SLT where necessary. All

incidents are reported to the head teacher and racist incidents are reported to the governing body and local authority on a termly basis.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or groups because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults or jokes;
- Racist, sexist, homophobic or discriminatory graffiti,
- Provocative behavior such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Incitement of others to discriminate or bully due to victims race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussions;
- Attempts to recruit others to a discriminatory organizations and groups;
- Ridicule of an individual for difference eg. food, music, religion, dress etc
- Refusal to co-operate with other people on the grounds of race, gender, disability or sexual orientation.

Pupils can report incidents to any member of staff verbally or through the worry /talk box within each classroom. Incidents are dealt with swiftly.

Roles and responsibilities

The governing body is responsible for ensuring that Shamblehurst Primary School complies with legislation, and that the 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 Head teacher 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 the 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 class with additional needs.

- Equality Objectives from January 2020 to January 2023

	Priority	Actions	Lead responsibility	Timescale	Expected Outcomes	Commentary
	<p>To ensure that all children with SEND make good progress within our school. Children who are tracked using the HEMPT planning tool make good progress that can be measured effectively</p> <p>To ensure a higher proportion of children with SEND achieve positive progress scores at the end of key stage assessments.</p> <p>To ensure children with Speech, language and Communication skills are quickly identified with the EYFS and that they make very good progress during this Key Stage.</p> <p>To ensure that children with SEND have full access to our rich, exciting and challenging curriculum so that they can effectively access and are prepared well for life within our society.</p>	<p>Forensic tracking</p> <p>Ensuring children with SEND have intensive support and interventions within EYFS and Key stage 1 so that there are able to access the whole curriculum within Key Stage 2</p> <p>Use the HEMPT planning tool to gauge progress and address the needs of all children working out of their year group.</p> <p>Ensure the plan, do review cycle is completed and shared with parents so that children’s progress and areas for development can be shared with parents and carers.</p> <p>Continue to track the original 20 children in the SALT project through school ensuring that they continue to make progress and do not fall behind.</p> <p>Use memory organisers as well as other techniques to ensure older learners have access to a multi-sensory and recursive curriculum that supports their learning.</p> <p>Use speech link as well as other interventions to assess children’s early speech and language development so that gaps can be addressed and closed before they enter Key Stage 1.</p> <p>Interventions are not at the cost of curriculum entitlement. Grow the proportion of interventions that start before 8.45am.</p> <p>Ensure that children with SEND have access to all extra-curricular opportunities by prioritising their applications.</p>	<p>SENDCo Head teacher Class teachers EYFS staff</p>	<p>ongoing</p>	<p>Ensure that children with SEND in our school have positive progress data, even if it is not age appropriate at end of Key Stage 2.</p> <p>Ensure that children with SEND in EYFS have a curriculum that challenges and meets their needs so that they are able to make very good progress from their starting points, Ensure that children in Key Stage one achieve at least in line with their EYFS data, and that they make very good progress in terms of their starting points.</p> <p>Ensure reading is the main priority for these children so that they are able to access the Key Stage 2 curriculum and beyond.</p> <p>All children with SEND read daily to an adult.</p> <p>Children with Speech, language and communication difficulties are quickly identified and make very good progress from their starting points so that a high proportion are meeting age appropriate baselines by the end of EYFS and maintaining in Key Stage One.</p> <p>All children on the SEND register are able to access clubs – as they are prioritised.</p> <p>A growing number of children with additional needs are accessing clubs and extra-curricular.</p>	<p>School lockdown in response to Covid pandemic have severely impacted on the progress of these objectives. Second lockdown – Jan 2021</p> <p>Autumn – Bought in Renaissance package that enables us to forensically track the progress of SEND children. First comparative data Dec 2020</p> <p>SENDCo on maternity leave but deputy SENDCO with support from HT has ensured SEND department has been moving forward. We have successfully supported a Year one child in to school throughout lockdown. This child had one to one support throughout lockdown and is now beginning to really thrive at Shamblehurst.</p> <p>Monitoring of SEND books show that they have equal access to all opportunities presented through our curriculum. P4c and Let’s Think are really useful in supporting some of our children with SEND as they have a voice, but without having to necessarily record. Children with SEND are required to think deeply and challenge their thinking - evidence shows they do this very well. Our P4C club when it ran demonstrated how some children with SEND were, when confident, our best thinkers and could follow and debate ‘big’ questions.</p> <p>Expected outcomes have not been met due to Covid pandemic and subsequent lockdowns.</p>

<p>To diminish the difference between children in receipt of the Pupil Premium grant and those that are not.</p> <p>Ensure that children in receipt of the PPG have full access to a rich, exciting and challenging curriculum, that prepares them well for life within our society.</p>	<p>Forensic tracking and a non-negotiable within Key Stage 1 an EYFS that all children will read at ARE by the time they leave Key Stage 1.</p> <p>A higher proportion of children in receipt of the ppg achieve at a higher level at the end of key stage one and two, in all subjects.</p> <p>Interventions are not at the cost of curriculum entitlement. Grow the proportion of interventions that start before 8.45am.</p> <p>No child misses out on any opportunity due to financial constraint. School to make every effort to support all families, but most particularly those in receipt of PP funding.</p>	<p>KE AJ SM MT</p> <p>All staff</p>	<p>ongoing</p>	<p>All children in receipt of the pupil premium grant can read at an age appropriate level by the end of Key Stage 1.</p> <p>Contracts of LSAs start at 8.15am in some circumstances so that children can access boosters, pre-teaching and interventions before the start of the day.</p>	<p>Sept 2020 – every child reads by the end of key stage 1 – all children were heard read – PP children were at the forefront of this initiative. What we have seen is that children are moving through their book bands but this is not being shown in their data (Jan 2020 REN)</p> <p>Lockdown has prevented us from working with LSA's and teachers in addressing this.</p> <p>There remain gaps between the outcomes of PP children and their non-disadvantaged peers. These change according to cohorts but it is clear that disadvantaged children are not achieving in line with their peers, in all year groups.</p> <p>It is also apparent that many of our disadvantaged children fall further behind during periods of self-isolation and lockdown.</p> <p>All data has been impacted by Covid lockdown.</p> <p>Signs that in Autumn term we were just getting back to where children were before lock down and now we are locking down again.</p> <p>Remote learning continues to be positive with parents but there are real difficulties in ensuring children are learning whilst parents are working.</p> <p>Covid – impact on interventions. No early interventions.</p> <p>School has bought in to Bedrock vocabulary Dec 2020, and PP children have been identified on the basis of weaknesses within their REN data. No outcomes yet.</p> <p>Autumn term – all children in year 2 were heard read daily – no visible impact on data yet – lockdown will hinder this aim – extend for year three.</p> <p>Enquiry books in Year 5 were very strong and clearly showed the pride and passion that PP children had for their learning, regardless of ability. This pride is not evident in other year groups and SLT have supported teams in addressing this – now we are in lockdown we will not see any visible impact of this.</p>
<p>To ensure that all stakeholders support</p>	<p>Send SRE policy to parents and governors for consultation.</p> <p>Ensure it is ready to action for June 2020</p>	<p>AJ SR</p>	<p>September 2020</p>	<p>Implemented September 2020</p> <p>Evaluated July 2021</p>	<p>March 2020 – SRE policy went in draft to parents – one parental concern addressed through face to face meeting.</p>

	and understand the aims of our SRE policy.					Some delay in teaching the Sex and relationships part due to Covid – Jan 2021 – plan to implement Sex /relationship education for year 4,5 and 6 after Easter – year 5 and 6 need to complete previous years. SCARF continues to be a well used resource and has been and is being used in lockdown.
	<p>Promote fundamental British values and spiritual, moral, social and cultural development through all appropriate curriculum and extra-curricular opportunities.</p> <p>Reduce prejudice and increase understanding of equality through direct teaching across the curriculum.</p>	<p>Develop our curriculum so that British values and SMSC are at it's heart. Children can talk about and have a developing understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. This is developed not only through p4C, curriculum enquiries and associated concepts, RE curriculum, PSHE as well as class, year and Key Stage assemblies.</p> <p>Apply for accreditation through Global Neighbours - complete to Gold within three years.</p> <p>Continue to attend yearly visits to The Houses of Parliament so that children can see democracy in action.</p> <p>Continue to invite visitors to our school who enable children to think deeply, ask relevant and thoughtful questions and who are role models.</p> <p>T</p>	AJ All staff	ongoing	<p>Ongoing development of curriculum through a concept led, fluid curriculum model that responds to global, national and local events as well as meeting all requirements of the National Curriculum.</p> <p>Gold level p4c school at the end of three years</p> <p>Continue to develop staff's confidence in facilitating enquiries through P4c</p> <p>Continue to develop staff CPD in the teaching of RE</p> <p>Implement SCARF – a taught 30 minutes weekly PSHE session alongside a yearly visit from Life Bus</p> <p>Year 5 and 6 to have yearly visit from Yellow Door charity focused on keeping safe, keeping healthy – physically and mentally as well as developing confidence and resilience to cope with challenges that life presents.</p> <p>3 years to Gold level accreditation</p>	<p>Jan 2021 – School has achieved Bronze status in Global neighbours.</p> <p>P4C is taught in classes where staff have had the training – plan to organise p4C training for whole school when Covid threat is no longer in place and we can have full INSET day.</p> <p>Year 5 and Year 6 took part in Zoom activities in Parliament week – focussed on democracy.</p> <p>Refugee weeks – last weeks of December where highly effective in raising awareness of this issue – over 850 pounds raised. Zoom assemblies with Amnesty international.</p> <p>Covid has impacted our ability to have live visitors.</p> <p>Curriculum model ensures that global issues – social, economic and environmental are addressed and debated.</p> <p>School has invested in multi-cultural reading resources for the library and book boxes – using the School library Services recommended texts to ensure children have access to books that celebrate diversity and equality.</p>