



School Equalities Policy
(including Equalities Information and Objectives)

UN Convention on the Rights of the Child	
Article 23	You have the right to education and care if you have a disability as well as all the rights in this convention, so that you can live a full life

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

The school serves the local community of Yateley within the District of Hart in North East Hampshire. The School is a one form entry Primary School with 200 pupils on roll (May 2019). The pupil admission number is 30.

There has been a rise in pupil numbers since the school opened with 145 pupils on roll in September 2010.

The District of Hart is the least deprived of all the local authorities in England, with an IMD (Index of Multiple Deprivation) of 354 out of 354. However the ward of Yateley East in which the school is placed is within the most deprived 20% of wards within Hampshire for income deprivation. The school deprivation factor is 0.09, compared to the national figure of 0.21, placing the school in the lowest percentile. The school had a stability factor of 82.2%, compared with the national figure of 85.8%.

Yateley East

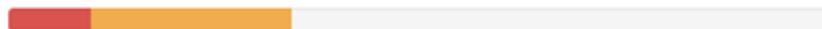
Local Authority: [Hart \(Contact Council\)](#)

In the latest Index of Multiple Deprivation (IMD) this area was ranked 16,949 out of 32,844 in England, where 1 was the most deprived and 32,844 the least. This is broken down further by income; employment; health; education; barriers to services; living environment; and crime.

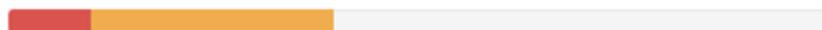
Overall: 51% Better than 51% of areas in England



Income Deprivation: 34% Better than 34% of areas in England



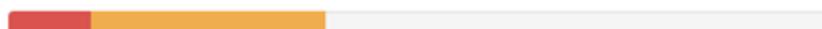
Employment: 39% Better than 39% of areas in England



Health: 53% Better than 53% of areas in England



Education: 38% Better than 38% of areas in England



Barriers to Services: 85% Better than 85% of areas in England



Living Environment: 92% Better than 92% of areas in England



Crime: 49% Better than 49% of areas in England



Full details of the Index of Deprivation are available from the UK Government Website [English indices of deprivation 2015](#).

Refer to Appendix A for a breakdown of pupil groups.

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
- 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
- Whether or not they are a young carer/carer

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, staff who are carers).

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

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Date approved by the Governing Body: May 2019

Date for whole policy and statement review: May 2020

Date for objective review: December 2023

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, 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:

- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil-related data (taken from Analyse School Performance 2017/2018)

Basic characteristics trends

Breakdown	2015		2016		2017		2018	
	School	National	School	National	School	National	School	National
Number on roll	200	269	205	275	201	279	204	281
Male %	53.5	51.0	55.1	51.0	53.2	51.0	49.0	51.0
Female %	46.5	49.0	44.9	49.0	46.8	49.0	51.0	49.0
Ever 6 FSM %	21.0	26.0	17.1	25.2	15.9	24.3	13.7	23.5
Minority ethnic groups %	17.3	30.7	15.4	31.6	13.9	32.3	12.8	32.9
SEN with EHCP %	1.0	1.4	0.0	1.3	0.5	1.3	0.5	1.4
SEN support %	6.0	13.0	13.7	12.1	15.4	12.2	19.1	12.4
English additional language %	5.9	19.5	5.1	20.1	4.0	20.7	3.3	20.9
Stability %	69.4	85.9	71.4	85.7	78.0	85.7	82.2	85.8
School deprivation indicator	0.09	0.24	0.09	0.21	0.09	0.21	0.09	0.21

(SEN – Special Educational Needs; FSM – Free School Meals, EHCP – Education, Health Care Plan)

Information	Evidence and Commentary
Achieving expected standard in reading, writing and maths by gender End of KS2 2017/18	36% of boys 74% of girls (cohort was 11 boys and 19 girls)
Achieving expected standard in reading, writing and maths by race End of KS2 2017/18	61% of white pupils, 50% of BME (28 white pupils, 2 BME pupils)
Attendance by gender 2017/18	Boys: 96.5%, Girls: 96% (National Boys 95.8%, girls 95.9%)
Attendance by race 2017/18	White pupils: 96%, BME pupils: 93%
Participation in school council by gender	58% boys, 42% girls
Participation in school council by race	92% white, 8% BME
Participation in eco council by gender	58% boys, 42% girls
Participation in eco council by race	92% white, 8% BME
Participation in extra-curricular clubs by gender	69% of boys and 55% of girls attend at least one club
Participation in extra-curricular clubs by race	62% of white pupils and 42% of BME pupils attend at least one club

(BME – Black and Minority Ethnic)

Staff data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

Other information

Information	Evidence and commentary
Governor representation as at May 2019	55% Male, 45% Female 91% White British 9% BME
Volunteers as at May 2019	86% Female, 14% Male 95% White British, 5% BME

Qualitative information

The School publishes the following on our website:

- all school policies
- a note about how the school monitors equality issues in everyday school life
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures

The following information is available on request at the school office:

- minutes of governor meetings
- twinning arrangements with schools which enable pupils to meet and exchange experiences with pupils from different backgrounds
- details about assemblies which deal with relevant equality related issues
- views of the student council

The school has published various policies on the school's internet site www.cranfordpark.hants.sch.uk These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: *May 2019*

Date for review and re-publication: *May 2020*

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

We recognise that the public sector equality duty has three aims, to:

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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:

- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*

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

Objective 1: To lower the rate of persistent absence, particularly in regard to pupils receiving free school meals.

Objective 2: To improve the attainment and progress of pupils with SEND.

Legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Date of publication: December 2019

Date for review and re-publication: *December 2023*

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.