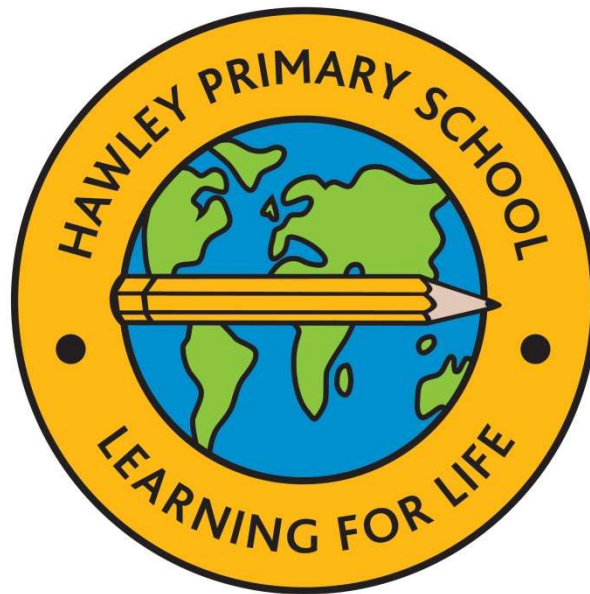


# HAWLEY PRIMARY SCHOOL



## SCHOOL EQUALITIES POLICY

**AGREED BY GOVERNORS:** Spring 2022

**LATEST REVIEW:** Spring 2022

**NEXT REVIEW:** Spring 2023

# **HAWLEY PRIMARY SCHOOL SCHOOL EQUALITIES POLICY**

(including Equalities Information and Objectives)

## **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**

Hawley Primary School is an average size primary school serving the local community of Hawley, Blackwater and the locality of Camberley in the district of Hart in North East Hampshire as well as the nearby Farnborough area. The school's reputation for providing a well round inclusive education for all children continues to grow and is well respected in the local community.

The school is a one and a half form entry school with 307 pupils on roll (March 2022). The pupil admission number is 45. (See Appendix A for detailed School Context Information)

## **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 sex
- 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
- Whether or not they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

## **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 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
- 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, considering 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 all stakeholders 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 considered. 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 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 the curriculum and associated 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 our 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 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 dealings we respect the strict code of confidentiality that underpins our school ethos.

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 other stakeholders in the following ways:

- Involvement through listening to learner
- Parent Questionnaires
- Staff survey
- Contact with parents representing pupils with protected characteristics

### SCHOOL CONTEXT – As of March 2022 based on 2019-2020 data

- The school is an average sized primary school serving the local community of Hawley, Blackwater, and the locality of Camberley in the district of Hart in North East Hampshire as well as the nearby Farnborough area.
- Our pupils live both inside and outside of the identified catchment area which comprises of a mixture of private and rented dwellings.
- The school’s deprivation indicator is 0.10 against 0.21 nationally (January 2019)
- As well as English, over **10 languages** are spoken in the school including French, German, Nepali, Polish, Romanian, Shona, and Tamil
- The school has a higher than national **stability factor** (Taken from ASP 2019: Stability 96.3%: National 85.6%)

### Pupil Related Data (ASP 2019)

Information	Evidence and Commentary	
	School 2022	National ASP 2019
<b>No. on Roll</b>	307	282
<b>Gender</b>	Boys – 152 (49.5%)	51%
	Girls – 155 (50.5%)	49%
<b>Pupils known to be eligible for Free School Meals</b>	24 children (7.8%)	23%
<b>Pupils from minority ethnic groups</b>	47 children (15.3%)	33.8%
<b>Pupils from various ethnic backgrounds</b>	Any other Asian background = (2.30%) Any other ethnic group = (0.30%) Any other mixed background = (2.60%) Black – African = (1.30%) Black Caribbean = (0.30%) Gypsy/Roma = (0.30%) Indian = (0.65%) Pakistani = (0.30%)	33.8%

	Refused = (4.20%) White and Black Caribbean = (0.65%)	
<b>Pupils with SEN Support</b>	20 children (6.5%)	12.6%
<b>Pupils with EHC Plans</b>	9 children (2.9%)	1.6%
<b>Pupils from Service families</b>	2.6%	n/a
<b>Pupils with English as an additional language</b>	3.6%	21.2%
<b>Attainment by Gender</b>	<b>% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6 2021 based on Teacher Assessment)</b>	
<b>Male</b>	73%	60%
<b>Female</b>	87%	70%
<b>Attainment – Ethnic group (three largest groups in school)</b>	<b>% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6)</b>	
<b>White British</b>	n/a	n/a
<b>White Other</b>	n/a	n/a
<b>Indian</b>	n/a	n/a
<b>Attainment - by Disability/SEN</b>	<b>% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6)</b>	
<b>No SEN</b>	60%	74%
<b>SEN with EHC Plans</b>	0%	65%
<b>SEN Support</b>	0%	65%
<b>Attendance by Gender</b>	<b>% sessions missed due to overall absence</b>	
<b>Male</b>	2.3%	8.6%
<b>Female</b>	2.5%	7.9%
<b>Attendance by race</b>	<b>% sessions missed due to overall absence</b>	
<b>White British</b>	2.3%	
<b>Other Ethnic Group</b>	7.6%	
<b>Chinese</b>	n/a	
<b>Indian</b>	1%	
<b>Black-African</b>	1.4%	
<b>White/Black</b>	2.45%	
<b>White/Asian</b>	2.8%	
<b>Other White</b>	3%	
<b>Other Asian</b>	3.4%	
<b>Other Mixed</b>	0.8%	
<b>Gypsy/Roma</b>	0%	
<b>Attendance by Disability/SEN</b>	<b>% sessions missed due to overall absence</b>	
<b>No SEN</b>	2.4%	3.6%
<b>SEN Support</b>	2.3%	5.3%
<b>SEN with statement or EHC Plan</b>	3.9%	7%

### Information Evidence and commentary

Statistics are shown as percentage proportions which vary depending on the size of a cohort

<b>Attendance By Group 2021-22 to date</b>		
	<b>SCHOOL 2021-22</b>	<b>NATIONAL 2018-19</b>
<b>All</b>	93.6%	91.8%
<b>Boys</b>	93.6%	91.4%
<b>Girls</b>	93.6%	92.1%
<b>SEN Support</b>	91.7%	85.8%
<b>SEN Statement/EHCP</b>	88.3%	80.2%
<b>Non-SEN</b>	93.9%	93.2%
<b>FSM/Ever 6</b>	90.8%	83.9%
<b>Non-FSM</b>	93.9%	94.6%
<b>EAL</b>	93.9%	91.6%

<b>BEHAVIOUR AND ATTENDANCE 2021-2022</b>	
<b>Behaviour Incidents</b>	Exclusions 0%
<b>Participation in the School Council by FSM/PP 2021-22</b>	44% Boys 56% Girls 22% FSM 0% Service 0% EAL 11% CiN 11% SEN
<b>Participation in After School Clubs (Based on Spring Term 2021-22)</b>	Most club activities organised by the school operate at lunchtimes, though we currently run choir, dance, and basketball as after school enrichment activities.

<b>Other Information</b>	
<b>Information</b>	<b>Evidence and commentary</b>
<b>Staff Data 2021-2022</b>	As our school employs less than 150 members of staff, the Governing Body is not required to publish information in relation to our staff.
<b>Governor Representation at Spring 2021-22</b>	100% White British 55% female (6 including JB) 45% male (5)
<b>Volunteers in school 2021-22</b>	We have proportionately more women than men on the volunteer profile.



## Qualitative information

The school publishes the following on our website:

- Various school policies evidencing the school's commitment to the principles outlined in this policy including: the Admissions, Child Protection, Special Educational Needs, Teaching and Learning, Grievance Procedures, Whistleblowing and Complaints some of which can be found on the school website [www.hawleyprimary.com](http://www.hawleyprimary.com) Additionally, its current Accessibility Plan and Equality Action Plan are available from the school office under the Freedom of Information Act.
- Information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures.
- The school analyses attainment and progress of pupils by a variety of characteristics including: gender, Ever 6, SEN, Service, EAL and LAC.
- The school promotes the ethos of respect and inclusion
- The school has many links with the local community, including the Hart Sharp Alliance and the Frogmore Cluster of schools group
- The school regularly revises its curriculum to ensure that it engages all groups.

All of the above evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

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

- Minutes of Governor meetings
- Details about assemblies which deal with relevant equality related issues
- Views of the School Council and Pupil Voice Groups

## Equality Objectives 2021/2022

## Appendix B

***NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but Hawley Primary School will publish detail on progress towards these objectives on an annual basis and is committed to publishing this detail on our website.***

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

- To eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To 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).

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

### **OBJECTIVE 1:**

**To actively close gaps in attainment and achievement between pupils and all groups of pupils; especially pupils eligible for free-school meals, pupils with special educational needs and disabilities and pupils with social care needs.**

To achieve this objective, we plan to:

- Modify provision in order to meet all children's needs and interests. Introduce more specific interventions for Literacy and Numeracy.
- Improve parental engagement by enabling Parents to come into our school and to be a part of the learning experience.

### **OBJECTIVE 2:**

**To secure good/outstanding progress and outcomes for all children through staff development and coaching and with consistency across the whole school.**

To achieve this objective, we plan to:

- Maximise the skills of the school's most valuable resources (staff) through increased effective dialogue about children's learning.
- Increase the awareness of roles and responsibilities in relation to the children's learning, both at a strategic level and at class teacher and support staff level on a day to day basis.

**OBJECTIVE 3:**

**To promote cultural development and understanding through a rich range of experience, both in and beyond our school.**

To achieve this objective, we plan to:

- Engage in an ongoing programme of visits in and across the community we serve and to host a regular programme of visitors to our school to share different perspectives, faiths and cultures.

**Date of publication:** April 2022

**Date for next review and re-publication:** April 2023