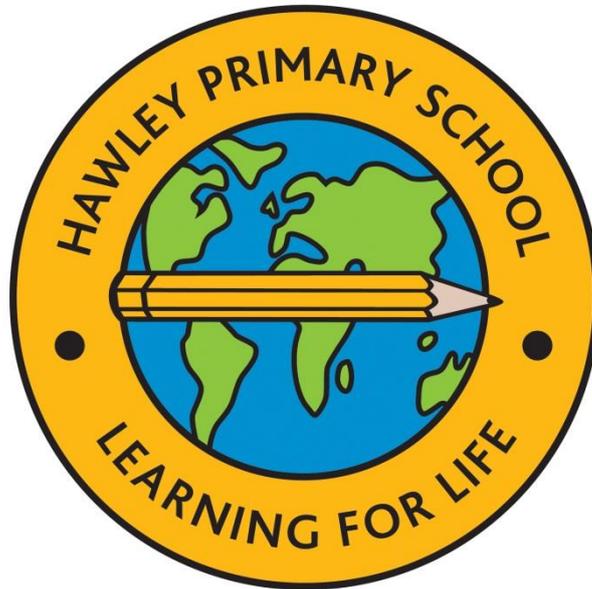


HAWLEY PRIMARY SCHOOL



SCHOOL EQUALITIES POLICY

AGREED BY HEADTEACHER: Autumn 2023

LATEST REVIEW: Autumn 2023

NEXT REVIEW: Autumn 2024

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, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (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 an all-round education for the children has grown and is well respected in the local community.

The school is a one and a half form entry school with 311 pupils on roll (September 2023). The pupil admission number is 45.

(See Appendix A for detailed School Context Information)

Principles

To fulfil our legal obligations, we are guided by several 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 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 understand 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 acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate 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, 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 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 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 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 Pupil Conferencing
- Parent Questionnaires
- Staff survey
- Contact with parents representing pupils with particular protected characteristics

SCHOOL CONTEXT – As of June 2023 based on 2021-2022 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.
- Most of the pupils live **out** of catchment area which comprises of a mixture of private and rented dwellings.
- The school’s deprivation indicator is 0.08 against 0.18 nationally (2022)
- As well as English, **10 languages** are spoken in the school including Tamil, Turkish, Romanian, Polish, Nepali, French, Italian, Shona and Slovakian.
- The school has a higher than national **stability factor** (Taken from ASP 2022: Stability 85.6%: National 76.6%)

Pupil Related Data (ASP 2022)

Information	Evidence and Commentary	
	School 2023	National ASP 2022
No. on Roll	305	277
Gender	Boys – 48.8.1%	50.9%
	Girls – 51.1.9%	49.1%
Pupils known to be eligible for Free School Meals	6.9%	23%
Pupils from minority ethnic groups	14.4%	33.8%
Pupils from various ethnic backgrounds	78.5% White British 0.9% White / Black African 3.3% Other white 2% Black African 2.3% White and Asian 1.3% Other mixed 2.6% Other Asian	33.8%

	0.3% Indian 0.3% Any other ethnic group 0.7% Gypsy/Roma/Traveller 6.2% Preferred not to say	
Pupils with SEN Support	7.3%	12.6%
Pupils with EHC Plans	3.6%	1.6%
Pupils from Service families	2.6%	n/a
Pupils with English as an additional language	4.3%	21.2%
Attainment by Gender	% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6 2023 – 44 students)	
Male	40%	46%
Female	63%	42%
Attainment – Ethnic group (three largest groups in school)	% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6 2023 – 44 students)	
White British	51.6%	41.7%
White Other	n/a	50%
Other Asian	50%	100%
Attainment - by Disability/SEN	% Pupils achieving ARE+ Reading, Writing and Maths (End of Year 6 2023 – 44 students)	
No SEN	59%	49%
SEN with EHC Plans	33%	0%
SEN Support	17%	0%
Attendance by Gender	% sessions missed due to overall absence	
Male	4.8%	5.7%
Female	4.7%	5.5%
Attendance by race	% sessions missed due to overall absence	
White British	4.4%	
Other Ethnic Group	2.7%	
Chinese	n/a	
Indian	6.3%	
Black-African	4.7%	
White/Black Caribbean	6%	
White/Asian	6.3%	
Other White	8.6%	
Other Asian	4%	
Other Mixed	5.9%	
Gypsy/Roma	4.5%	
Attendance by Disability/SEN	% sessions missed due to overall absence	
No SEN	4%	5.9%
SEN Support	5.3%	7.2%
SEN with EHC Plan	4.5%	4.7%

Information Evidence and commentary

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

BEHAVIOUR 2022-2023	
Behaviour Incidents logged on CPOMs (2022-2023)	Behaviour, verbal & aggressive incidents = 455 Exclusions = 0
Participation in the School Council by (2022-2023)	33% - Boys 67% - Girls
Participation in After School Clubs (2022-2023)	All club activities organised by the school operate at lunchtimes. This has been in operation since September 2018 and has enabled all children equal access to participate.

Other Information	
Information	Evidence and commentary
Staff Data 2019/2020	As our school employs less than 150 members of staff, the Governing Body is not required to publish information in relation to our staff.
Governor Representation at Summer 2023	58% female 42% male
Volunteers in school 2022-2023	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 which can be found on the school website 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 Sharp Heads and Frogmore Cluster Heads Groups
- The school regularly revises its curriculum to ensure that it engages all groups of learners.

All 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

Date of publication of this appendix: Autumn 2023

Equality Objectives

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
- 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 close gaps in attainment and achievement between pupils and all groups of pupils;

To achieve this objective, we will:

- Planning and curriculum provision will engage all children's needs and interests.
- Intervention groups, including tutoring will provide support and challenge.
- Improve parental engagement by enabling families to come into our school and to be a part of the learning experience.

OBJECTIVE 2:

Approaches detailed in the SIP (School Improvement Plan) are used to support groups of learners their full potential

To achieve this objective, we will:

- Quality professional development opportunities in both mediated learning and attachment and trauma approaches
- Accountability through performance management to meet these SIP targets in all classes

OBJECTIVE 3:

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

To achieve this objective, we will:

- 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.
- Assemblies and the PSHE and RE curriculum provide opportunities for all children

Date of publication: September 2023

Date for next review and re-publication: September 2024