

PADNELL JUNIOR SCHOOL SCHOOL EQUALITIES POLICY



Designated Committee:	Full Governing Body
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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 differences between cultures with 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 to 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

Hampshire is a large and diverse county with over a million residents, within which there is a mix of urban and rural areas. The majority of the population live in these urban areas, within which there are pockets of deprivation but the deprivation across Hampshire is not evenly spread. The district of Havant, which has a population of 124,200 (2021 census) has quite different distributions to the rest of Hampshire and even to the South East as a whole, with overall much higher proportions of greater deprivation than may be expected, e.g. Leigh Park area. This is an

increase of 2.9% from 2011 and is lower than the overall increase for England. Havant is ranked 189th for total population out of 309 local authority areas in England, which is a fall of nine places in a decade. It is also the 15th most densely populated of the South East's 64 local authority areas, with around 16 people living on each football pitch-sized area of land.

There has been an increase of 18.8% in people aged 65 years and over, a decrease on 1.4% in people aged 15 to 64 years, and a decrease of 1.5% in children under 15 years.

Within the Hampshire context, Padnell Junior School has its own unique features. Nationally the school is ranked 21851 out of 32844. Deprivation across Hampshire is not evenly spread and there are pockets of deprivation identified within the Cowplain ward.

As of September 2023, 360 children are on roll, 12 Key Stage 2 classes, 20% (70 children) are eligible for Pupil Premium; 3% (11 children) are service children; 3% (10 children) have English as an additional language; 12% (44 children) have been identified by the school as having Special Educational Needs with 7 of these children identified as requiring SEN support (code S) there is generally a balance of gender across each year group and the school.

Principles

To fulfil our legal obligations, we are guided by a number of key 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,
- whatever their connection with the forces community,
- whatever 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 ensure 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 understand that girls and boys, men and women have different needs and endeavour to meet these at all times,
- Religion and belief – we note that requests in relation to religious observance and practice will be made and complied with,
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds and endeavour to take this into account,
- 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 will 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 will not experience disadvantage as a result of the relationships they have,
- Pregnancy and maternity – we believe that our staff, parents and carers will 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 will 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 to ensure views are heard

In our development of policies, we engage with groups and individuals where applicable, 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 by members of the 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 to Governors 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.

Monitoring and Review:

This policy is monitored and reviewed by the Full Governing Body annually.

Governor Approval and Review Dates:

This policy was approved by the Full Governing Body in February 2024.

LEGISLATIVE REQUIREMENTS OF THE PUBLIC SECTOR EQUALITY DUTY

On 5 April 2011, the Public Sector Equality Duty under section 149 of the Equality Act 2010 came into force replacing the previous race, gender and disability duties. This new duty extends to all aspects of a person's identity, known as 'protected characteristics' that are protected under the Equality Act 2010.

The Act provides for a general duty under section 149, which requires Governing Bodies to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010, by removing or minimising disadvantages suffered by people due to their protected characteristic.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations across all protected characteristics - between people who share a protected characteristic and people who do not, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

In September 2011, the Equality Act 2010 (Specific Duties) Regulations 2011 came into force requiring all schools to comply with two specific duties, to demonstrate their compliance with section 149 of the Equality Act. The specific duties are:

1. Annually publish equality information relating to people who share a particular characteristic and are affected by the school's policies and practices. The legislation makes it clear that this does not apply to schools with less than 150 staff, so in many instances, you will be required only to publish pupil data. The purpose of this is to ensure that the public have as complete and clear a picture as possible of how their school has addressed the three aims of the general duty, what has been achieved as a result and what areas need to be targeted for development. The first date for publication of this information was 6 April 2012.
2. Publish one or more objectives at least every 4 years to achieve one of the three aims of the general equality duty. The purpose of this is to demonstrate that Governing Bodies have analysed their equality information, engaged as appropriate with relevant groups and set specific and measurable targets for improvement. The first date for publication of these objectives was 6 April 2012. In practice this means that equality objectives need to be published again at least every four years.

The legislation stipulates that the information is published in a manner which is accessible to the public, such as on the school's website, and this can be either published as standalone document or as part of another document.

PROTECTED CHARACTERISTICS

The Equality Act sets out obligations in relation to "protected characteristics". The protected groups are:

Age	Not applicable to pupils
Disability	Applicable to both staff and pupils
Sex	Applicable to both staff and pupils
Gender re-assignment	Applicable to both staff and pupils

Race	Applicable to both staff and pupils
Pregnancy and maternity	Applicable to both staff and pupils
Marriage and civil partnership	Not applicable to pupils
Religion and belief	Applicable to both staff and pupils
Sexual orientation	Applicable to both staff and pupils

Schools may also have other characteristics that are not protected in the legislation but are relevant to their local circumstances, such as having a connection with the forces community, or those with refugee/asylum status etc. You may choose to consider these groups and publish information in relation to these groups, albeit there is not a legal requirement to do so.

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:

- *focus groups,*
- *meetings with parents,*
- *involvement of the School Council,*
- *staff survey,*
- *contact with parents representing pupils with particular protected characteristics,*
- *contact with the local community.*

Pupil-related data

Information	Evidence and commentary
Reached the expected standard at the end of Key Stage 2 2023	Reading – 69% Maths – 73% Writing – 67% Combined – 59%
Rates of expected progress 2022/23	Reading – in line with national Writing – in line with national Maths – in line with national Combined – in line with national
Rates of absence 2022-23	Whole school 3.87% Boys 3.62% Girls 4.11%
Rate of exclusions 2022-23	3 exclusions (2 boys)
Rates of bullying/harassment/behaviour related incidents 2022 – 2023	Bullying – 4 reports
Participation in the School Council 2022-23	Boys 42% Girls 58%

Staff data

As our school has less than 150 staff, the Governing Body has decided not to publish information in relation to their staff, but recognise the requirement to have information on the characteristics of the workforce to enable the impact of policies and practices on particular characteristics to be determined resulting in a decision being made about whether objectives need to be set in relation to the workforce.

Other information

Information	Evidence and commentary
Staff attendance at parents evenings 2022-23	100%
Governor representation as at February 2023	40% Male, 60% Female 100% White British
Volunteers as at February 2023	100% Female, 0% Male 100% White British / European

Qualitative information

The school has published various policies on the school's internet site. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty. These can be accessed at www.padnelljuniorschool.co.uk.

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Equality Objective

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
- 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:

- *focus groups*
- *meetings with parents*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community*

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

Objective:

- ✓ To ensure that there are no gender differences in attainment and progress.
- ✓ To ensure that disadvantaged children do as well as non-disadvantaged children.
- ✓ To ensure that the wider curriculum meets the needs of all children.

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