



## School Equalities Policy (Including Equalities Information and Objectives)

Oct 2018

Version	Date	Author	Status	Summary
2.0	April 2016	J A Jennings	Approved	Revised policy and objectives
2.1			Approved	Updated with actual data Autumn 2016
3.0	May 2017	J A Jennings	Approved	Policy review. No changes to policy. Updates to data in Appendix A to show 2016 results.
4.0	Oct 2018	L English	Approved	Policy review (minor changes) and update to Appendix A and B

This is a four-year policy to be reviewed and reported on annually. Appendix A is updated and re-published annually.

Reviewed by: Full Governing Body

Date of review: Oct 2018 (minor changes – four-yearly policy from 2016)

Expiry date: Oct 2020



## **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 in 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 with regards to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender and gender reassignment), 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**

Buryfields Infant School serves the community of Odiham within the district of Hart in North East Hampshire. Buryfields is a smaller than average infant school with a pupil admission number of 70 giving a capacity of 210 pupils. The school is in an area of very low deprivation with low numbers of children in receipt of the Pupil Premium Grant or with Looked After status. The majority of pupils are white British and there are lower than average numbers of pupils from ethnic minorities, with English as a second language or with SEND. Significantly, just over a third of pupils have parents serving in the armed forces, most of whom are stationed at RAF Odiham. Although numbers on roll remain relatively stable in total there is a constant in and outflow of pupils, equating to at least a whole class-worth of pupils changing over the course of a year. This is mostly due to service moves and makes mitigating the effects of mobility and deployment a key equality issue for Buryfields.

## 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

### 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 to enable individuals to have full access to all learning on offer (e.g. no child will be denied access to a school trip due to a disability. The trip will be adjusted to enable access to be achieved)
- 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
- Background – whether of a military or civilian background
- 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).

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 and carers, 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.

*The above duty is proportionate and therefore what is published for a small primary school will not be the same as for a large secondary school. For schools with less than 150 staff, the Governing Body is not required to publish information in relation to their staff, and therefore we will only publish pupil-related data.*

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

**Date revision was approved by the Governing Body: October 2018 (amended to bring in line with final publication of outcomes data).**

**Date for policy review: October 2020**

*NB:*

*All schools must re-publish equality information contained in Appendix A annually.*

*All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information.*

*However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. A shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.*

## 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*
- *pupil attitude surveys*
- *involvement of the school council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*

### Pupil-related data

Basic Characteristics of the school			
Characteristic	Nat - Dashboard 2017	School (at 17.07.18)	Comparison
Number on roll	275	206	Below average
% Service	Not known	34.5%	Above average
% Free school meal eligibility (incl E6)	24%	9.2%	Below average
% pupils from minority ethnic groups	Not in dashboard	11.7%	Below average
% with first language not English	21%	6.8%	Below average
% pupils with SEN support	12.2%	8.7%	Below average
% pupils with an EHC plan	1.3%	1.46%	Below average
Deprivation indicator (386/425 in Hants)	0.2	0.1	Below average
Attendance	Remains consistently between 96 and 97%		

### Attainment and Progress Data 2018

In the EYFS and in Year 1, outcomes are strong across all core subjects (R,W,M) at meeting + / EXS+. Children working at exceeding / GDS are broadly in line with national except in Year 1 in reading, where attainment is significantly above national.

In the EYFS boys attain well above boys' nationally in R, W and M at expected+ but are below boys' nationally for exceeding outcomes. The girls in this cohort are exceptionally strong achieving 97% expected+ across all three areas and above national at GDS in reading and writing (just below in maths). At expected+ this presents a -6% gap in reading, -9.5% gap in writing and notably a -22% gap in writing outcomes. This will need to be a focus for the cohort going forward.

By the end of Key Stage 1, 65% of pupils achieved the expected standard in the combined R/W/M EXS+ measure, (65.3% nationally). This is a cohort specific drop for us and is closely linked to the change in nature of the cohort due to turbulence over time. At GDS the cohort achieved a very pleasing 19% in R/W/M combined (well above the 11.7% nationally). Girls' attainment at this stage is above national in all subjects at

EXS+ and GDS. Boys' attainment at EXS+ is above boys' nationally in reading, in line for writing (1% below), and just below in maths, whilst at GDS boys are significantly exceeding boys nationally.

The Year 2 gender gap has narrowed across all subjects since 2017. The gap in writing at EXS is a concern. Whilst narrower than 2017, this remains at -23% which is much wider than the gap nationally. The gap is -5% for reading and - 8% for maths (see detailed table below).

Progress has been good for all pupils. Our data is showing that we strengthen our secure, expected children who go on to achieve close to or in a number of cases, cross into GDS and we meet the needs of higher attainers well, hence the strong GDS data. Children on the cusp, who achieve just below or just at the expected attainment standard at the end of EYFS are sometimes finding the full-fit, uplifted demands of the Key Stage 1 curriculum difficult to master and this is particularly so for boys. Steps to achieve the necessary mastery are set out in our 2018 – 19 Strategic Plan.

### Year 2 (75 pupils)

Year 2	2018 School (target)	2017 School	2017 National	2016 School	2016 National	
Phonics Pass	96% (95%)	98%	92%	87%	91%	
Subject attainment	Meeting+ School 2018 (target)	Meeting+ School 2017	Meeting+ National 2018	Exceeding School 2018 (target)	Exceeding School 2017	Exceeding National 2018
Reading	85% (90%)	91%	75.5%	41% (45%)	49%	25.7%
Writing	72% (85%)	79%	69.9%	23% (25%)	23%	15.9%
Maths	75% (90%)	81%	76.2%	32% (25%)	33%	21.8%
RWM EXS+ / GDS+	65%	72%	65.3%	19%	18%	11.7%

### Year 2 Groups 2018 EXS+

Y2	All (75)	Girls (37)	Girls nat 2017	Boys (38)	Boys nat 2017	Disad (6)	FSM / E6 (5)	SEN (1)	Serv (26)	EAL (2)
R	85%	84%	80%	79%	71%	67%	80%	0%	87%	100%
W	72%	84%	75%	61%	62%	33%	40%	0%	70%	100%
M	75%	79%	76%	71%	74%	50%	60%	0%	78%	80%

### Year 2 Groups 2018 GDS

Y2	All (75)	Girls (37)	Girls nat 2017	Boys (38)	Boys nat 2017	Disad (6)	FSM / E6 (5)	SEN (1)	Serv (26)	EAL (2)
R	41%	51%	29%	37%	22%	17%	20%	0%	48%	20%
W	23%	24%	20%	21%	11%	0%	0%	0%	17%	0%
M	32%	27%	19%	37%	22%	17%	20%	0%	43%	0%

## Year 2 Pupils with Phonics Pass (after retakes)

School 2017	School 2018	National
98%	96% (66.7% passed the resit in 2018)	91% (61.5% passed the resit nationally)

## Gender Attainment Gaps

EYFS data to end of KS1 in July 2015

	End EYFS 2013 +		KS1 Year 2 2015 2B+	
Reading Gap	G: 89%	B: 88%	G: 97%	B: 91%
	School Gap: -1%	Nat Gap:-11%	School Gap:-6%	Nat Gap 2015: -8%
Writing Gap	G: 92%	B: 83%	G: 94%	B: 86%
	School Gap: -9%	Nat Gap:-16%	School Gap:-8%	Nat Gap 2015: -15%
EYFS Nu / Maths Gap	G: 79%	B: 85%	G: 94%	B: 89%
	School Gap: +6%	Nat Gap: -7%	School Gap:-5%	Nat Gap 2015: -3%

SEN was 2 x boys and 2 x girls therefore not a significant factor for the cohort.

EYFS data to end of KS1 in July 2016

	End EYFS 2014 ELG+		KS1 Year 2 2016 ARE+	
Reading Gap	G: 100%	B: 66%	G: 96%	B: 69% B excl. SEN 90%
	School Gap: -34%	Nat Gap:-11%	School Gap:-27% excl SEN (8 boys, no girls) -6%	Nat Gap 2016: -8%
Writing Gap	G: 89%	B: 53%	G: 87%	B: 55% B excl. SEN 86%
	School Gap: -36%	Nat Gap:-15%	School Gap:-32% excl SEN (8 boys, no girls) -1%	Nat Gap 2016:-14%
EYFS Nu / Maths Gap	G: 96%	B: 59%	G: 83%	B: 69% B excl. SEN 90%
	School Gap: -37%	Nat Gap: -7%	School Gap:-14% excl SEN (8 boys, no girls) +7%	Nat Gap:-2%

There were 8 x SEN boys in the cohort by the end of KS1 (only 5 show in RAISEonline). No girls were SEN.

## Cohort 2014 – 2017

	End EYFS 2015 ELG+s		KS1 Year 2 2017 ARE+	
Reading Gap	G: 92%	B: 83%	G: 97%	B: 82%
	School Gap: -9%	Nat Gap: -12%	School Gap: -15%	National Gap: -9%
Writing Gap	G: 92%	B:73%	G: 89%	B: 64%
	School Gap: -19%	Nat Gap: -15%	School Gap: -25%	National Gap: -13%
EYFS Nu / Maths Gap	G: 92%	B: 76%	G: 86%	B: 73%
	School Gap: -16%	Nat Gap: -7%	School Gap: -13%	National Gap: -2%

0% SEN. Boys in line with or above boys nationally; girls significantly above girls nationally. 72% on roll since Sept 2014.

## Cohort 2015 – 2018

	End EYFS 2016 ELG+s		KS1 Year 2 2018 ARE+	
Reading Gap	G: 92%	B: 87%	G: 84%	B: 79%
	School Gap: - 5%	Nat Gap: - 11%	School Gap 2018: -5%	National Gap 2017: -9%
Writing Gap	G: 92%	B: 77%	G: 84%	B: 61%
	School Gap: - 15%	Nat Gap: -14%	School Gap 2018: -23%	National Gap 2017: -13%
Number Gap	G: 92%	B: 79%	G: 79%	B: 71%
	School Gap: -13%	Nat Gap: -7%	School Gap 2018: -8%	National Gap 2017: -2%

1.3% SEN. 82.7% on roll since 2015

### Staff data

*As our school employs fewer 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 March 2018	The schools' Governing Body is comprised of 5 core members. There are a further 7 co-opted members and 2 associate governors. There are proportionately more men than women on the governing body. RAF membership is in proportion to our percentage of Service pupils on roll.

### Qualitative information

*The school publishes the following on our website [www.buryfields.hants.sch.uk](http://www.buryfields.hants.sch.uk):*

- *school policies. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.*
- *information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures*

*The following information is available on request via the school office:*

- *details about assemblies which deal with relevant equality related issues*
- *views of the school council*

**Date of publication of this appendix: October 2018**

**Date for review and re-publication: October 2019**

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis. Public Sector Equality Duty Objectives (as in Appendix B) are required to be updated every four years*

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- 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
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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*
- *pupil attitude surveys*
- *involvement of the school 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: Aim 2 of the General Duty**

**Gender** – To narrow attainment gaps between boys and girls in the EYFS particularly in reading, writing, numbers and shape, space and measures. By 2020 the gender gap at the end of EYFS will be in line with gaps nationally. This gap will be in line with or less than National by the end of KS1.

### **Objective 2: Aims 2 and 3 of the General Duty**

**Service** – To ensure that Service pupils continue to attain in line with their non-Service peers. By 2020 attainment data for Service pupils will have maintained parity with non-Service data. To continue to promote positive attitudes to our Service community and foster good relationships between our Service and non-Service communities.

Objectives will be published every four years starting April 2016. These objectives will be reviewed on an annual basis and adjusted as necessary.

**Date of publication: Oct 2018** (minor adaptations. Four-year policy and objectives first published April 2016)

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