



'Being the BEST we can be in all that we do'

Equalities Policy

(including Accessibility and Equalities Information and Objectives)

Date of Policy Issue	June 2022
Review Date	July 2023
Name of Responsible Manager/Headteacher	Mr Jamie Dodson
Signature of Responsible Manager/Headteacher	<i>Jamie Dodson</i>
Signature of Chair of Governors	<i>Lorraine Suchanek</i>
Date	June 2023

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

This larger-than-average school is situated in Kings Worthy near to Winchester. We collect the equality information. (Appendix A)

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 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

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 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

Date approved by the Governing Body: June 2022

Date for policy review: June 2023

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- School policies including Equal Opportunities, Race, Gender, Community Cohesion
- Accessibility plan (Appendix C)
- Minutes of governor meetings.
- Governor Visit Reports
- Parent questionnaire
- Pupil voice e.g. behaviour in school, bullying
- Early years foundation stage parent/ carer feedback questionnaire
- Strategic plan
- Pupil Data forms
- Head Teacher Reports
- Aspects of the PSHE curriculum which promote tolerance, friendship and an understanding of different cultures and disabilities
- Displays e.g. Chinese New Year, Diwali etc
- Collective Worship which deals with relevant equality related issues
- Access to specialist provision for Children with SEN/Disabilities
- Views of the school council
- Day to day communication with parents/carers in the playground and by email

Pupil-related data

Information	Evidence and commentary	
Pupil profile Summer 2022	Number of children on roll – 434 8.3% ethnic minority groups Less than 1% are CLA Less than 1% with a disability	
KS2 Attainment figures 2019		Reached Expected Standard (Reading, Writing, Maths)
	All Pupils	70%
	By gender – male	58%
	By gender – female	83%
	Pupil premium	30%
	SEN	0%
Attendance		Target – 97%
	All Pupils	96.2%

At Kings Worthy Primary School staff, parents and children do their best to work together to create a climate where bullying does not occur. In the exceptional circumstances of very bad behaviour or bullying, the school anti-bullying policy is followed.

There is a School Council from Year 2, each class nominates one pupil to attend the Council and feedback to the class. Councillors in Year 6 feedback to Year R and 1 classes.

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

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Date of publication of this appendix: *June 2022*

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

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

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- *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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

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

Objective 1: Embed a curriculum that is accessible to all pupils	
Strategies	To develop staff knowledge to ensure all pupils are able to access the full curriculum regardless of any additional need or background. Adapt learning and teaching to ensure all curriculum areas can be accessed by all pupils.
Outcome	All pupils are able to access the full curriculum
Review	Annually

Objective 2: Maintain a focus on physical and mental health	
Strategies	Provide emotional support or access outside support for pupils to ensure they are able to be emotionally and physically well. Support families and parents with the emotional health of their children through the Thrive approach.
Outcome	All pupils are emotionally and physically well
Review	Annually

Objective 3: Develop an understanding of diversity	
Strategies	Provide opportunities through the curriculum, assemblies and visitors to promote diversity and an understanding of a range of faiths and cultures.
Outcome	All pupils are aware and respectful of all faiths and cultures
Review	Annually

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