



Queen's Inclosure Primary School

Equalities Policy

Status of the Policy Statutory

Responsible Committee FGB

Rationale

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.

Queen's Inclosure is a larger than average primary school about 9 miles north of Portsmouth in Hampshire.

The school's catchment area is in the 20%-40% least deprived wards in England (Index of Multiple Deprivation 2010).

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

Aim

We aim to fulfil our 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 Persons with Disabilities, and the Human Rights Act 1998.

Objectives

To ensure all school staff and governors are aware of and fulfil their responsibilities as outlined in this policy:

Head Teacher

The Head Teacher 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

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

Governors

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.

Monitoring and Evaluation

The governing body will monitor and evaluate this policy and report to the FGB on its effectiveness.

Links with Other Policies

SEN Policy
Admissions Arrangements

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

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
- 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
- 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, 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.

Review Period

This policy is to be reviewed by the Governing Body every three years.

Date for policy review: March 2020

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 interviews
- pupil surveys and involvement of the school council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Staff data

Responses from a staff survey revealed the following characteristics:

Gender	6% Male	94% Female	0% Gender Re-assigned
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Age	4% aged 18 - 25	6% aged 26 - 30	21% aged 31 - 40	45% aged 41 - 50	17% aged 51 - 60	6% aged 60+
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Sexuality	100% Heterosexual	0% Homosexual/Lesbian/Bi-sexual
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Ethnicity	98% White British	2% Asian British (Indian)
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Religion (responses given)	36% Church of England	17% Christian	2% Catholic	2% Zoroastrianism	2% Pagan	36% None
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Disability	0% Registered Disabled
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Marital Status	19% Single	4% Divorced/ Separated	9% Co-habiting	68% Married/ Civil Partnership
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Pregnancy	0% Pregnant/Given birth in previous 26 weeks
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Pupil-related data

Queen’s Inclosure currently has:

- 408 pupils on role with 54% girls and 46% boys
- more than 50% of children from outside the school’s catchment area
- 2.7% of children taking free school meals
- 4 children (0.98%) registered as an ethnic group that is not white British
- 4 children with English as an additional language
- 23% of children on the SEN register
- 4 children with an Education Health Care Plan

- no children registered as in care and no travellers

Through our analysis of our performance data, we know that:

- Pupil's attainment does not appear to be influenced by any protected characteristic.
- Pupil's progress is not influenced by any protected characteristic.
- The levels of attendance, exclusions and behaviour of pupils is not influenced by any protected characteristics.

2015 Pupil Performance Data (End of Key Stage Assessments)				
Attainment in English and Maths by Gender	KS1 Boys (31)	KS1 Girls (29)	KS2 Boys (26)	KS2 Girls (32)
	APS* Reading 17 Writing 14.7 Maths 17.7	APS Reading 17.1 Writing 15.4 Maths 15.8	% Attaining National Expectation Reading 85% Writing 77% Maths 92%	% Attaining National Expectation Reading 97% Writing 88% Maths 97%
	Expected APS is 15 There is very little difference in APS in reading, and both are 2pts (a sub-level) above national expectation. Boys' APS is slightly below the expected level in writing. Boys are 2 pts (a sub-level) ahead of girls in maths. This trend was not reflected across the school.		In this cohort, girls attained higher than boys in all areas. However, a higher percentage of boys than girls attained Level 5 or higher in maths.	
Attainment in English and Maths by non-white British pupils in KS2	There were four pupils in this category in the 2015 Year 6 Cohort All of them achieved at or above the National expectation (Level 4) in English and mathematics.			

* APS = Average Point Score

Other information

Information	Evidence and commentary
Attendance at parents evenings 2015-2016*	84% of parents of children in vulnerable groups attended.

Governor representation as at April 2016	46% Male, 54% Female 0% non-white British, 100% White British Ethnic representation is broadly representative of our community.
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*Data sample Sept 2015 - May 2016 (time of policy update)

Qualitative information

Where school policies are reviewed we take into account our duties under the Equality Act 2010. Policies and governing body minutes are made available through a variety of media to ensure that all members of our community have access to the information.

To ensure we meet our requirements under the Equality Act 2010, we also have the following in place:

- Anti-bullying policy and Anti-bullying week
- CARE code initiative

Date of publication of this appendix: June 2016

Date for review and re-publication: June 2019

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