



PENNINGTON

C of E

JUNIOR SCHOOL

EQUALITY POLICY

**Pennington Church of England Junior School
(including Equality 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, race, 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

In our school 42% of children are eligible for FSM, 6% speak English as an additional language. The proportion of children with special educational needs and / or disabilities is above the national average for those who receive SEND Support (Pennington 25% children with SEND, compared with the National Average of 12.6%). Pupils with a statement or EHCP are 6%. The school is in an area of deprivation with the main catchment in the bottom 21% for disadvantage in the country.

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 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 understand 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 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
- 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.

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: May 2024

Date for policy review: * *May 2025*

Equalities Information

Appendix A

Attainment in Reading by end of KS2 – National Reading: 73% working at/above ARE School Reading: 51%			
Girls	Boys	Disadvantaged	Disadvantaged/Non SEN
61%	44%	48%	69%
Attainment in writing by end of KS2 – National writing: 71% working at/above ARE School Writing – 70%			
Girls	Boys	Disadvantaged	Disadvantaged/Non SEN
70%	68%	48	75%
Attainment in maths by end of KS2 – National maths: 73% working at/above ARE School Maths: 53%			
Girls	Boys	Disadvantaged	Disadvantaged/Non SEN
52%	52%	43	63%
Attainment in reading, writing and maths by end of KS2 – National 60%: % working at/above ARE School Reading, Writing and Maths: 42%			
Girls	Boys	Disadvantaged	Disadvantaged/Non SEN
43%	40%	5%	44%

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*
- *involvement of the student council*
- *staff survey*



Pupil-related data

We will collect a broad range of a qualitative and quantitative information to monitor our policies and practice to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

Some comparator detail is available from:

- The Hampshire facts and figures website:

<http://www3.hants.gov.uk/planning/factsandfigures.htm>

Information	Evidence and commentary
Number of pupils	122
Religious Character	Church of England Junior School
Attendance average	94.8%

Qualitative information

“The school has published various policies on the school’s internet site www.penningtonjunior.com. These policies evidence the school’s commitment to the principles outlined in this policy and the public sector equality duty.

The school has also published other information relevant to equalities on the equality pages of the school internet site. This information includes notes of relevant governor and staff meetings and details of current initiatives which the school is undertaking in respect of equalities.”

Date of publication of this appendix: April 2023

Date for review and re-publication: *April 2024*

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

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*
- *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:

- *involvement of the student 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:

Improve outcomes for disadvantaged children – particularly focusing on improving attainment in Maths and Reading

Objective 2:

Improve outcomes for children with SEN - Further develop the systems and procedures relating to pupils with SEN and Disabilities (SEND) including:

- * the identification of pupils
- * the development, monitoring and evaluation of targets
- * the monitoring and evaluation of in class provision
- * Improvement of assessment to ensure interventions are evaluated effectively

Date of publication: April 2023

Date for review and re-publication: *April 2024*

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site. Equality and Diversity/Model Policies/Model School Equality Policy