



Executive Headteacher: Mrs J McKeown

Initial Policy date	May 2018	Next scheduled review	March 2024
Governor approved	29 March 2023	Key person/people	HT
Model Policy	Y	Model localised	Y
Pupil leadership team review		Y/N / N/A	

## **Equality Policy (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, 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.

## **Principles**

To fulfil our legal obligations, we are guided by a number of principles.

### **1. All pupils, families and colleagues 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
- 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**

1. 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:
2. Disability – we understand that reasonable adjustments may need to be made.
3. Sex – we recognise that girls and boys, men and women have different needs.
4. 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.
5. Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.

6. Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
7. Age – we value the diversity in age of staff, parents and carers.
8. 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.
9. 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.
10. Pregnancy and maternity – we believe that our staff, pupils, 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 colleagues**

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 by the pupil leadership group; 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: 29 March 2023**

**Date for policy review: 29 March 2023**

### **\* NOTES:**

**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. However, 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

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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:

- pupil voice activities
- parent questionnaires
- involvement of the pupil council
- induction process for pupils and staff
- contact with parents representing pupils with particular protected characteristics

### Pupil-related data

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Information	Evidence and commentary	
<b>P8 and A8 – by gender 2018-2019</b>  <i>(There has been no validated data released since 2019)</i>	Girls  59  P8 score & CI  -0.61  (-0.96 to -0.27)	Boys  50  -1.19  (-1.55 to -0.83)
<b>Attendance by key groups 2020-21</b>	Female 94.80%   Males 94.18%  FSM 91.86%   Pupil Premium 90.08%	

<b>Disadvantaged Pupils 2018-19 outcomes2019</b>	<b>School dis. pupils</b>	<b>Local authority (non-dis. Pupils)</b>	<b>England (non-dis. pupils)</b>	
<i>(There has been no validated data released since 2019)</i>	No. of pupils	17	10596	398752
	P8 score & CI	-1.62	0.02	
		(-2.23 to -1.01)	(-0.01 to 0.04)	0.13
	A8 score	31.4	50.5	50.3
	English & maths at grade 5+			
		24%	51%	50%
	English & maths at grade 4+			
		41%	74%	72%
<b>Exclusion data 2020-21</b>	Male : 50% Female :45%			
	SEND 34%			
	White British 100%			
	Pupil Premium 34%			

## Other information

Information

Evidence and commentary

Governor representation as at March 2022

Female 64% Male 36 %

## Qualitative information

The school has a published Equalities Policy, and other policies, which evidence the school's commitment to the principles outlined in this policy and the public sector equality duty. These policies are published on the school's website at <https://www.testvalley.hants.sch.uk/policies>.

**Date of publication of this appendix:** 23 March 2022

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

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



## Equalities Objectives — Appendix B

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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:

- Focus Groups
- Questionnaires
- Involvement in pupil leadership
- Contact with parents representing pupil with particular characteristics
- Contact with the local community

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

Objectives	Action	Measures/Impact
<b>Ensure there is visible support for LGBT members of the school community</b>	<p>Raise awareness of LGBT issues and support via assemblies and tutor programme.</p> <p>Organise a day for promoting respect for diversity as a British Value within the school</p>	<p>School investigating improvements to “Accessible toilets” and changing facilities.</p> <p>Received curriculum shows that pupils are aware of the support from</p>

	<p>community to raise awareness.</p> <p>Explore external visitors speaking in school to help raise awareness of diversity and tolerance.</p> <p>Work with other schools in the local area to share best practice in supporting LGBT pupils.</p> <p>Work with CAMHS and other external agencies to ensure effective signposting for our young people.</p>	<p>LGBT within our school community.</p> <p>Received curriculum shows that pupils feel that the school effectively tackles any homophobic or trans-gender bullying and, that incidents are minimal if at all (as recorded in Safeguarding Deep Dives).</p>
<p><b>Ensure that the PSHE/ RSE curriculum provision is up to date, relevant and fit for purpose in all year groups</b></p>	<p>Review the PSHE and RSE curriculum plans to ensure that they are updated and relevant and linked to current affairs. (particularly in relation to safe sex and different family structures)</p> <p>Review the PSHE and RSE programmes of study in relation to highlighting impact of homophobic language.</p>	<p>Received curriculum shows that pupils feel that the LGBT education at school is fit for purpose and that they have a good understanding of LGBT rights as part of respect for others.</p>

	<p>Ensure that the programmes of study link to CAMHS and other national agencies who support LGBT children and adults.</p> <p>Work with a key pupil group to co construct the lesson plan plans for the CPSHEE curriculum.</p>	
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**Date of publication:** first published March 2021, first review published March 2022

**Date for review and re-publication:** *March 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.*