



## **Great Binfields Primary School**

### **Equality Policy,**

### **Appendix A and**

### **Equality 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

- ❖ Two form entry primary school – EYFS-Yr 6
- ❖ Current number on role 417
- ❖ Currently no mixed year groups
- ❖ Caters for years EYFS-Yr 6 with an addition VI resource provision on site
- ❖ No specialist characteristics eg religious character
- ❖ The school is on the edge of Basingstoke and serves wide mix of class within the school's population
- ❖ Historically employment has been high due to employment in Basingstoke and train lines to London and the South Coast, together with the M4 and M3 in easy reach of major towns.
- ❖ Currently 10.3% of our children are eligible for free school meals
- ❖ 14.3% of the children are EAL
- ❖ We currently have 15 children with an EHCP (3.59%)
- ❖ We currently have 211 girls and 209 boys in the school
- ❖ Children identified with SEND is 18.46%
- ❖ LAC – 0.2%
- ❖ We have earned many awards over recent years -, Healthy Schools Award, Active Mark/School Games Gold Award, Artsmark Silver Award and Modestars Silver Award.
- ❖ Upon entry into EYFS our children enter school broadly average compared to national profiles
- ❖ We are a very popular school and well respected within the County and local community
- ❖ We recruit high quality staff with ease and have a full complement of governors
- ❖ The mobility of our learners is now low

## 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 understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
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- 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: Autumn 2020**

**Policy reviewed: February 2021 (objectives reviewed)**

**Policy reviewed: November 2022**

**Next review: November 2024**

**Obligations are reviewed annually.**

## **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, 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*
- *parent questionnaires*
- *involvement of the school council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

### **Pupil-related data**

*Our school wants to include comparative analysis with national and local data. Depending on the circumstances of our school, we may also want to publish relevant additional data (e.g. in relation to free school meals, pupils for whom English is an additional language etc).*

*Quantitative data we may wish to consider in this area includes:*

- *attainment levels*
- *pupil progress*
- *attendance levels*
- *take up rates of extra curricular activities/after school clubs etc*
- *results of parental satisfaction surveys and complaints monitoring*

*Care must be taken not to enable the identification of individual pupils or families within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.*

### **Staff data**

*Our school has less than 150 staff, so the Governing Body are not required to publish information in relation to their staff. Schools will still require the information on the characteristics of their workforce to enable them to consider the impact of their policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.*

*Quantitative data we may wish to consider in this area includes:*

- *age, disability, gender identity, race, religion or belief, sex and sexual orientation of the workforce (this will be available from SAP where schools use HCC payroll)*
- *rates of return to work of staff on maternity leave*
- *gender pay gap information*
- *data on recruitment by protected characteristic (e.g. at application, shortlisting and appointment stage)*
- *data on access to training by protected characteristic*
- *grievances and/or disciplinary matters by protected characteristic*
- *leavers by protected characteristic*
- *results of staff satisfaction surveys*

### **Qualitative information**

*Qualitative information that you may wish to consider publishing on your website includes:*

- *school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)*
- *a note about how the school monitors equality issues in everyday school life*
- *detail about particular initiatives undertaken in the school (e.g. a focus on racist bullying; an initiative to assist girls to catch up in science; an initiative to help boys improve in their handwriting) and where possible, the impact of this initiative (e.g. increases in attainment)*
- *information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures*
- *details about assemblies which deal with relevant equality related issues*
- *views of the school council*

*The school is encouraged to ensure that the internet page contains the date of the last update on the page to evidence currency of the page.*

**Date of publication of this appendix:** *November 2022*

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

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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*
- *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:

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

**Objective 1:** With the implementation of the RSHE curriculum using the Jigsaw scheme, ensure that all pupils understand their responsibilities under the Equalities Act in terms of protected characteristics.

**Objective 2:** To ensure that all children continue to learn about and respect different religions/beliefs/groups in our world and respect the differences between them.

**Date of publication:** November 2022

**Date for review and re-publication:** *November 2026*

*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.*

**Governance**

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