




## Warren Park Primary School Equality Policy (including Equality Information and Objectives)

<b>Last Review:</b>	January 2022	<b>Next Review:</b>	January 2026
<b>Review Cycle:</b>	4 Yearly	<b>Ratified by FGB:</b>	17 <sup>th</sup> January 2022
<b>Chairpersons signature</b> 			

### 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 and Accessibility Plan.

### 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

Hampshire is a large and diverse county with over a million residents living within both rural and urban areas. The school serves a community of high social deprivation, where almost 45% of children are in receipt of pupil premium funding.

The demographic for the Havant area can be found at:

<http://documents.hants.gov.uk/Research/EqualityandDiversityFactsheet-Havant.pdf>

The Index of Multiple Deprivation ranks Warren Park Primary as the most deprived in Hampshire (number 1 out of 425 schools).

## **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
- Whatever 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.
- 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, keep them under regular review and evaluate progress towards achieving them within the governing body monitoring schedule.

### **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: January 2022**  
**Date for policy review: January 2026**

## 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:

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

### Pupil-related data

Data is from GOV.UK Analyse School Performance (ASP) 2019 (Due to Covid-19 in 2020 and 2021 nationally validated data has not been gathered)					
		Reading	Writing	Maths	GLD
Attainment by gender	EYFS				male: 65% female: 67%
	KS1	male: 63% female: 74%	male: 50% female: 70%	male: 59% female: 74%	
	KS2	male: 81% female: 91%	male: 72% female: 74%	male: 78% female: 79%	
Attainment PP / non-PP	EYFS				PP: 71% Non-PP: 62%
	KS1	PP: 59% Non-PP: 73%	PP: 55% Non-PP: 62%	PP: 64% Non-PP: 68%	
	KS2	PP: 81% Non-PP: 87%	PP: 67% Non-PP: 76%	PP: 86% Non-PP: 87%	
Attendance by gender	Male :	95.2%			
	Female:	96%			
Attendance PP / Non-PP	Pupil Premium:	95.1%			
	Non Pupil Premium:	96.5%			

### Staff data

This school has less than 150 staff. The Governing Body is therefore not required to publish staff data.

### **Qualitative information**

The school has published policies on the school's website [www.warrenpark.hants.sch.uk](http://www.warrenpark.hants.sch.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

- Attendance pledge
- Behaviour policy
- Anti-bullying Policy
- Child protection Policy
- Safeguarding Policy
- SEND Policy

We have strategies in place to promote the participation of pupils in decision making and in making a positive contribution to school life. We embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

- Representation on the school council by democratic election
- Additional support for hard to reach groups through our Home School Link Worker
- Liaison with outside agencies to further support children with specific needs or disabilities, including looked after children

Spiritual, Moral, Social and Cultural development is inherent in daily life at our school. We provide many opportunities for personal development to enable pupils to develop confidence and attitudes to continually adapt and contribute in a changing world. We endeavour to ensure that our children are fulfilled, happy and able to build positive relationships now and in the future. We teach detailed programmes of Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) and Religious Education (RE) in school which help to strengthen pupils' understanding of our diverse society. We promote tolerance, friendship and an understanding of different cultures through our curriculum and values.

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

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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 student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Having referred to and analysed our equality information, we have set ourselves the following objectives as internal data shows these groups to still be at risk:

Objective 1:

To ensure that the National Tutoring Programme and Pupil Premium and Recovery Strategy diminish gaps in attainment between disadvantaged children and non-disadvantaged children.

Objective 2:

To ensure that opportunities to celebrate positive role models from diverse backgrounds are maximised within our school environment and curriculum.

Objective 3:

To embed Monster Phonics as our chosen Systematic Synthetic Phonics Programme to support the Covid-19 recovery and diminish gender attainment gaps in reading.

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