

East Meon Church of England (Controlled) Primary School

Equality Policy



Learning inspired by love, hope and courage.

Approved by Full Governors

Date: 20th March 2024

Reviewed by: Catherine Olver (Headteacher)

Next review due by: March 2025

Introduction

Through our Christian values of Hope, Love and Courage, we aim to provide an inclusive learning environment in which every child is given the necessary experiences and opportunities to achieve academic excellence, understand cultures and diversity beyond their own experience and grow to be proud of the global citizen they are becoming, while always aspiring to be the very best version of themselves.

The Equality Act 2010 and Public Sector Equality Duty 2011

These were introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against individuals or treat them less favourably because of their gender; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Under the Equality Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

East Meon Church of England Primary School is an inclusive school where we focus on the well-being and progress of every child and staff member and where we value all members of our community.

As a public organisation, we are required to:

- Have due regard to the PSED when making decisions, taking action or developing policy and practice.
- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy.
- Publish Equality Objectives which are specific and measurable.

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and the wider school community on our approach to promoting equality.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

At East Meon Church of England Primary School, we observe good practices in relation to staff recruitment, retention and development.

Equality Information (March 2024)

Number of pupils on roll at the school: 86

Age of pupils: 4 to 11

Information on students by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all students are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of students:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group*
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

*based on the DfE definition of disadvantage: The DfE defines 'Disadvantaged' students as those who are:

*"...known to be eligible for FSM in the previous six years... **or** are looked after children for more than 6 months during the year." From 2015, they also include "children who were looked after for at least one day during the year, or who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order".*

This information is taken from the January 2024 census:

- Pupils eligible for Free School Meals (FSM): 17
- Pupils eligible for Pupil Premium Funding: 18
- Pupils with Special Educational Needs (SEN): 17
- Pupils with an EHCP: #
- Pupils with English as an Additional Language (EAL): #
- Young carers: 0
- Looked after children: #

Identifiable data not to be published due to low number of persons with characteristics (3 or below).

Race/Ethnicity	% of pupils
White	100
Any other mixed background	0
Any other white background	0
Indian	0
Pakistani	0
White - Irish	0
White and Asian	0
White and Black African	0
White and Black Caribbean	0

Equality Policy

At East Meon, with our ethos of Love, Hope and Courage, we are committed to creating a community which promotes equality in a positive environment, where there is a shared sense of belonging within a culture of respect and cooperation. We believe that all pupils, members of staff and our community should have the opportunity to be successful whatever barriers they face. We recognise that our vision for equality needs to be understood, owned and valued by all members of our school community and can only be achieved by working together.

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 good opportunities 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.

Our commitment to equality and diversity is a fundamental part of our drive towards individual and collective excellence.

We understand the term equality to mean not that everyone should be treated the same, but that everyone should be treated fairly. We recognise that everyone has individual needs and that they have a right to have their needs understood, valued and respected. We understand the term diversity to mean that whilst our backgrounds, knowledge, skills, aptitudes and experiences are all different, these differences should be appreciated and not create barriers.

We consider the needs of individuals according to:

- Disability – we understand that reasonable adjustments may need to be made and are proactive in building an inclusive school community around a range of needs
- 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 pupils, 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, maternity and paternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth, or taken on responsibility for childcare including adoption and fostering

Our school aims are:

- To ensure all pupils, families and staff are treated equally and that we comply with our duties under the Equality Act 2010;
- To ensure that policies, procedures and practice take into account diversity and to ensure that every effort is made to remove barriers so that there is equality for all;
- To foster positive attitudes and relationships, and a shared sense of community cohesion, identity and belonging, ensuring that difference is appreciated
- To promote an environment where all members of the school community can thrive;
- To promote positive attitudes and interaction between members of the school community, and to promote effective teamwork through mutual support and cooperation;
- To consult with different members of the school community to ensure that different views are heard and that there is a shared sense of ownership of policies and practice
- To ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from pre-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).

1. School Context

Whilst we recognise that all groups of children, whether a significant group or not, have equal rights, significant groups within our school include:

- SEND (on average 20%)
- Pupil premium (on average 21%)
- Vulnerable children
- Children from lower socio-economic backgrounds
- Children who enter school part way through the academic year
- Children who have had a social worker

2. Legislation

Under the Equality Act 2010, the school is required to observe the Public Sector Equality Duty (PSED). There are two parts to this duty: a general duty and specific duties.

2.1 The General Duty

The three aims of the “general duty” require the school to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by 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.

The protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school also needs to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status.

Age, gender reassignment, pregnancy and maternity, sexual orientation and marriage or civil partnership status will be relevant characteristics in the school's role as an employer and service provider but not always in relation to pupils

2.2 The Specific Duties

The school is required to publish:

- Information to demonstrate its compliance with the general equality duty;
- One or more equality objectives.

The information will need to be published annually and the objectives at least every four years.

As the school has fewer than 150 employees, it is not required to publish information relating to staff.

In addition, we recognise our duty, under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that equality will only be achieved by the whole school community working together – pupils, staff, governors and parents. Throughout this statement, 'parents' means adults responsible for caring for a child.

The school is committed to:

- Recognising the value of a diverse and inclusive school community;
- Enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies and training opportunities;
- Advancing equality of opportunity and fostering good relations between persons who share a relevant protected characteristic and those who do not;
- Dealing firmly with any incidents of discrimination, harassment and victimisation;
- Ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted.

3. Information Gathering

We use internal and external data to help to ensure equality for all groups within our school community. Rigorous tracking and monitoring of individual children against this data helps to identify specific trends and allows us to plan relevant interventions.

3.1 Quantitative Data

The school collects internal data as follows:

- Admissions – in the context of the local catchment area characteristics and demographics;

- Attendance and exclusion – to enable the school to identify and respond accordingly where further support may be required;
- Achievement – the school has a system in place to record the progress and attainment of all pupils, including information relating to vulnerable children;
- Participation – to enable the school to track the participation of different groups of children and parents, we track the participation of children in extra-curricular activities and the attendance of parents at parent meetings, open mornings and other parent activities;
- Anti-bullying and racist information.

We will consider the information that we have collected about our school, where possible, in the context of national and local information, including the following:

- Analysis of School Performance
- Individual Data Summary Report

3.2 Qualitative Information

The following information is also produced:

- School policies and the review and evaluation of these, including admissions, collective worship, behaviour and anti-bullying, safeguarding, SEND and complaints;
- Minutes of governor meetings;
- Notes/minutes of staff meetings;
- Information about aspects of the school curriculum.

4. Equality Objectives

The school uses its equality information:

- To ensure all pupils, families and staff are treated equally and that we comply with our duties under the Equality Act 2010;
- To ensure that policies, procedures and practice take into account diversity and to ensure that every effort is made to remove barriers so that there is equality for all;
- To foster positive attitudes and relationships, and a shared sense of community cohesion, identity and belonging, ensuring that difference is appreciated and similarities are valued;
- To promote an environment where all members of the school community can thrive;
- To promote positive attitudes and interaction between members of the school community, and to promote effective teamwork through mutual support and cooperation;
- To consult with different members of the school community to ensure that different views are heard and that there is a shared sense of ownership of policies and practice;
- To ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from pre-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).

The school's Equality Objectives are published on our website or can be requested from the school office.

5. Roles and Responsibilities

The governing body will:

- Ensure that its Admissions Policy promotes equality;
- As an employer, ensure that its employment policies and practices promote equality and comply with legislation;
- Monitor the implementation of the statement and the objectives to check progress and assess the impact on staff, learners, parents and others;
- Check that the implementation of the statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic;
- Ensure that all governors are aware of their legal responsibilities under equality legislation;
- Approve the equality legislation data information to be published annually and the objectives to be published every four years;
- Ensure that arrangements are in place to deal with any concerns or unlawful action that arises.

The head teacher will:

- Provide positive leadership to create a community that recognises and celebrates difference and values diversity within a culture of respect and cooperation;
- Ensure that staff, pupils, parents, governors and other interested stakeholders are aware of this statement and their roles and responsibilities in implementing it;
- Monitor to ensure effective implementation of the policy objectives;
- Provide regular reports to governors on progress and performance;
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement the policy;
- Take appropriate advice and/or action in any cases of unlawful discrimination, harassment or victimisation.

The SENCo will:

- Ensure that the curriculum is adapted so that children with identified needs, including EAL and children with SEND, are able to access this.

All staff will:

- Recognise and take responsibility for their role to:
 - eliminate discrimination, advance equality and foster good relations;
 - challenge inappropriate language and behaviour;
 - tackle bias and stereotyping;
 - respond appropriately to incidents of discrimination and harassment;
 - respond appropriately to the needs of pupils, staff, parents and others with protected characteristics and encourage all others to do the same;
 - promote an inclusive and collaborative ethos through their practice;
 - highlight to the leadership team, any staff training or development that they require to carry out the above roles and responsibilities;
 - plan and deliver the curriculum.

Other school policies which support our Equality Policy are:

- Admissions Policy
- Anti-bullying Policy
- Behaviour Policy
- SEND Information Report

6. Accessibility Plan

This policy has been understood by all members of the staff who have agreed to work in accordance with this policy to promote an inclusive and collaborative ethos, deal with any equality-related incidents and support pupils who have additional needs.

The principles outlined in this 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

7. 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.

8. East Meon Church of England Primary School Equality Objectives – March 2024

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. 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).

The detail of these objectives should also be read in conjunction with the school's current equality information which has informed the development of the objectives.

Objective 1: All pupils to attain and achieve well at East Meon Church of England Primary School.
 We will make effective use of early identification and intervention strategies to support those pupils who enter school below a typical level of development to make rapid progress towards achieving typical levels of development expected for their age.

Objective 2: All pupils, regardless of characteristic, will be supported to attain highly.
 We will develop strategies to prevent an attainment and progress gap developing between protected groups (for example, disadvantaged and non-disadvantaged student, including pupil premium) and implement appropriate support for these pupil groups.

Objective 3: Create a school sense of belonging based on high expectations and aspirations for all people within the school community.
 We will raise staff and pupils' awareness to further promote equality of all groups within the school and wider community.

Developing Quality Objectives

The School supports the principle of equal opportunities and opposes discrimination on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity and part-time or fixed-term employment (defined as Protected Characteristics). Being a committed equal opportunities employer, East Meon Church of England Primary School will take every possible step to ensure that employees are treated equally and fairly.

All policies and practices will conform with the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

General Principles and Duties

How do we aim to eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share protected characteristics and those who do not?	How do we foster good relations between people who share protected characteristics and those who do not?
A clear admissions policy in line with statutory guidance. Recruitment procedures. Clear policies linked to any form of discrimination (see whole school policy list).	Monitoring of achievement and progress of all groups of pupils including protected groups. Appropriate support and clear partnership working for all pupils with greater specificity for identified individuals.	Culture and ethos of the school built on mutual respect and understanding difference. Opportunities offered to all pupils and staff in an open and transparent way. Pupil, staff and parent questionnaires.

<p>Preparation for life through PSHE lessons and wider curriculum links. SMSC built into curriculum based around our Christian values of Hope, Love and Courage.</p> <p>Strong pupil voice.</p> <p>Building/environmental adaptations.</p> <p>Rigorous monitoring.</p> <p>Accessible and transparent complaints procedure</p> <p>Clear and consistent expectations of all staff and students in adhering to school policy and practice.</p>	<p>Equalities policy.</p> <p>Collective worship and PSHE lessons looking at national issues and current affairs.</p> <p>High-quality inclusive teaching methods to meet all pupils' needs.</p> <p>Providing pupils access to the full curriculum.</p> <p>Reports to the governing body including transparency around concerns or complaints.</p>	<p>Strong community links and projects with a range of different groups.</p> <p>Themed assemblies.</p> <p>Rigorous staff appraisal targets set to meet staff needs.</p> <p>Review of policies and practice by the Governing body.</p> <p>Whistleblowing policy.</p>
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The objectives will be reviewed regularly and updated at least every four years or sooner if appropriate.