



**FROXFIELD  
CE SCHOOL**

## Equality Policy – Froxfield Primary School (including Equality Information and Objectives)

Review Cycle:-	Every 4 years with Equality information (appendix A) reviewed annually	Date of Next Review:-	Spring 2022
Approver:-  Chair of Governors	Signed:-  Date:-	Approver:-  Head Teacher	Signed:-  Date:-

### **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.

## **School Context**

Froxfield CofE Primary and Pre-School is located in rural Hampshire close to the market town of Petersfield. It is a small Church of England school with four classes (103 children).

## **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

## **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, 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

## 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, 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:

- year group reps
- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics

### Pupil-related data – September 2020

Information	Evidence and commentary		
Attendance 2019/20	Group	Attendance %	
	All	94.73%	

	Girls	94.04%	
	Boys	95.4%	
	SEN with EHCP	96.17%	
	Other SEN	94.1%*	
	Disadvantaged	92.45%**	
	<p>* Significant improvement on last year.</p> <p>** Affected by the attendance of one family.</p>		
<b>Composition of the School September 2020</b>	<p>Girls – 50%</p> <p>Boys – 50%</p>		
Ethnic Background – September	White British	White Asian	Other mixed background
	89.1%	1%	1%
	Gypsy/Rom <sup>a</sup>	Any other white background	Refused
	2%	5.9%	1%
Children with English as a second language	0%		
<b>Special Educational Needs</b>	<p>10.4% of children with SEN Support</p> <p>0.9% of children with EHC plan</p>		
<b>End of Foundation Stage Data 2019</b>	Group	% Achieving GLD	
	Girls (7)	71%	
	Boys (8)	75%	
	Disadvantaged (1)	0%	
<b>No Data for 2020</b>			
Year 1 Phonics Tests-2020	Group	% achieving the standard	



Taken in the Autumn term of Year 2	All (13)	85%					
	Girls (7)	86%					
	Boys (6)	83%					
	Disadvantaged (1)	100%					
End of KS1-2019  No Data for 2020	Group	Reading % EXS+	Writing % EXS+	Maths % EXS+			
	Girls (7)	71%	71%	86%			
	Boys (10)	90%	80%	90%			
	Disadvantaged (1)	0%	0%	0%			
End of KS2-2019  Achievement	Group	Reading		Writing		Maths	
		% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
	Girls (7)	86%	40%	86%	40%	100%	14%
	Boys (5)	100%	60%	100%	0%	100%	20%
	Disadvantaged (3)	67%	0%	67%	0%	100%	0%
Progress  No Data for 2020	Group	Reading	Writing	Maths			
	Girls (7)	1.94	0.33	-3.55			
	Boys (5)	2.94	-2.75	-1.19			
	Disadvantaged (3)	-3.56	-3.83	-2.49			
	SEN Support (1)	13.3	0.54	-3.10			
	EHCP (1)	2.3	0.54	0.90			

Participation in School Council by Groups  September 2020	Group	% of group (total 6 children)	
	Girls	17%	
	Boys	83%	
	Disadvantaged	33%	
	SEN	17%	
House/Vice-Captains by Group  September 2020	Group	% of group (total 8 children)	
	Girls	38%	
	Boys	62%	
	Disadvantaged	38%	
	SEN	13%	
Percentage of disadvantaged children	FMS6 6%		
	PP+ 2.8%		

### Staff data

As the school has fewer than 150 staff, the Governing Body will not be required to publish information in relation to their staff.

**Date of publication of this appendix:** *Spring 2017*

**Date for review and re-publication:** *Spring 2018*

**Date for review and re-publication:** *Spring 2019*

**Date for review and re-publication:** *Spring 2020*

**Date for review and re-publication:** *Spring 2021*

**Date for review and re-publication:** *Spring 2022*

## **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:

- parent questionnaires
- involvement of the student council
- staff survey
- Year group reps
- contact with the local community

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

**Objective 1:** To narrow the gap between the performance of different groups with a particular focus on achievement of boys and children with SEN.

### Review 1 – January 2018

At KS2 the gap has narrowed between boys and girls with last year's cohort boys achieving higher attainment than girls. In EYs the gap between boys and girls achieving a GLD has narrowed by 25% and in year 1 boys achieved better results in the phonics test than girls which was a reversal on the previous year. At the end of KS1, girls continue to out-perform boys in reading and writing and boys out-perform girls in maths. This needs to be a continued area of focus.

Progress of SEN children and disadvantaged children across KS2 was good in 2017, with children making more progress than the national average.

### Review 2 – January 2019

At KS2 the gap between boys and girls is 20% but, due to the small size of the cohort, this is explained by the achievement of one SEN child. In EYs the gap between boys and girls achieving a GLD has narrowed by 3%. In the year 1 phonics test, there was a 20% gap between the achievement of boys and girls, with two boys not achieving the standard. At the end of KS1, girls continue to out-perform boys in reading and writing but the gap reduced significantly – by 18% for reading and 10% for writing. In maths, boys out-perform girls, and the gap widened so this needs to be a continued area of focus. There was one SEN pupil in the 2018 KS2 cohort, but no progress data is available as the child had no KS1 data.

### Review 3 - January 2020

At KS2 achievement of boys exceeded that of girls at EXS+ in all areas. Girls out-performed boys at GDS in writing so this should be a continued area of focus. In EYs, 75% of boys achieved a GLD compared to 71% of girls. In the year 1 phonics test, all children achieved the expected standard. At the end of KS1, boys out-performed girls in reading and writing which is a change from last year. The small cohorts and nos. of SEN means data varies year on year but the focus needs to remain on boys and writing, particularly looking at the progress data.

### Review 4 – January 2021

No data available for 2020. Although new objectives have been set, narrowing the gap between different groups continues to be identified as a priority on our SIP. Due to small cohort sizes, attainment of groups varies year on year, but attainment of disadvantaged children continues to be a key priority for improvement.

Objective 2: To further develop strategies to ensure children are fully prepared for life in the diverse society of Modern Britain.

### Review 1 – January 2018

Our SMSC provision was identified as a strength in the recent SIAMs Inspection. Up-coming Governor training may also address this issue.

Opportunities are made across the curriculum to make opportunities to prepare children eg. Voting opportunities, multi-faith event etc.

### Review 2 – January 2019

Our SMSC provision was identified as a strength in the recent OFSED Inspection ‘Throughout the curriculum, pupils develop a strong and informed understanding of the importance of tolerance, free speech and democracy. Pupils also learn about the lives of other communities.’

Governor training on SMSC addressed this issue and a greater evidence bank has been developed as a result.

Opportunities continue to be made across the curriculum to prepare children for life in the diverse society of Modern Britain eg. Voting opportunities, multi-faith event, Newsround in class 4, through our RE Concept Days, through texts chosen within the literacy curriculum etc.

### Review 3 – January 2020

We have been continuing to work to develop our community links both globally and nationally. The school achieved the Bronze Global Neighbours Award in 2019. We have also developed links with the Gardening Club and the Community Drop-In. Within our curriculum we have been looking to support charities eg. Class 2 Amazon painting sale and the work of Class 4 on Water Aid.

Other elements of British Values continue to be intergrated into the dailiy life and ethos of the school eg. through Collective Worship, RE and PSHE teaching, whole school responsibilities and on-off events/days.

Over the next 12 months we need to focus further on strengthening our links with St. Thomas' in Anomabo.

#### Review 4 – January 2021

This objective will continue in an ongoing way as Covid restrictions continue to be eased. It will also dovetail into our work as we implement the new RSE Curriculum.

#### New Objectives set Spring 2021

Objective 1: To ensure that all parents are happy to come to school take part in school events and feel they are able to raise concerns about their child or about the way they are treated as a member of the school community and do not feel they are discriminated against in any way.

Objective 2: To extend our pupils' understanding of cultural diversity and tolerance of differences in culture and religious beliefs through positive experiences of different cultures traditions and languages.

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