



Houghton Primary School

*Working hard to achieve our best*

Equalities Policy, Information and Objectives

Date reviewed and adopted:	12 <sup>th</sup> December 2017
Reviewed and adopted by:	FPPS Committee of Governors
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Autumn 2018



## Houghton Primary School

### 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, ethnicity, 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.

## Equalities Policy

### School Context

The school serves the local communities of Houghton and Wyton villages within the district of Huntingdon in Cambridgeshire. 42% of the school population live out of the catchment area (November 2017).

The Houghton and Wyton area is among the least deprived 10% of all areas nationally for the overall index of multiple deprivation and the 'education, skills and training deprivation' domains. It is also among the least deprived 20% of all areas nationally for the 'income deprivation', 'health deprivation and disability' and 'crime' domains. (Ref: <http://reports.esd.org.uk/reports/14?pat=LA&pa=E07000011:AdministrativeWard> )

The majority of children who live outside of the catchment area who attend Houghton Primary School live in the District of Huntingdon East. This area is among the least deprived 10% of all areas nationally for the 'living environment' domain. It is also among the least deprived 20% of all areas nationally for the 'income deprivation' and 'health deprivation and disability' domains. This area is among the least deprived 10% of all areas nationally for the overall index of multiple deprivation and the 'income deprivation', 'employment deprivation', 'health deprivation and disability', 'education, skills and training', 'crime' and 'living environment' domains. (Ref: <http://reports.esd.org.uk/reports/14?pat=LA&pa=E07000011:AdministrativeWard> )

The school has a low Deprivation Indicator of 0.1 (as compared to national: 0.2) (Inspection Data Summary Report, November 2017)

The pupil admission number (PAN) is 30. The school's capacity is 210 pupils.

### 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

## Houghton Primary School

- 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
- 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**

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 note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note 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
- 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 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

## Equalities Policy

### **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.

## Houghton Primary School

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

## Equalities Policy

- support pupils in their class who have additional needs

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion.

The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.

All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Date approved by the Governing Body: 12<sup>th</sup> December 2017

Date for whole policy and objective review: September 2018

## Houghton Primary School

### Equalities Information Appendix A

At Houghton Primary School we have **due regard** for equalities. 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).

This document gives the background information which is used annually to ensure due regard and to enable the setting of appropriate targets. Data is collated annually at the beginning of the Autumn term following the school census and analysis of statutory assessments which take place in the summer term.

This school serves children aged 4 – 11 years old. Currently the largest year group in school is Year 3 with 30 pupils, the smallest is Year 1 with 28 pupils. The school is currently organised in 7 classes, one per year group.

The staff profile is not representative of any age group more than another. There is a spread of ages from those commencing their professional lives to those approaching retirement (Source: SIMS)

#### **Disability**

There are 3 children on roll who have a physical disability, hearing or visual impairment. Two are visually impaired and one child has Worster Drought Syndrome (Cerebral Palsy). An accessible disabled toilet, changing and shower facilities are available for use by staff and pupils.

There are no disabled members of staff.

## Equalities Policy

The school is accessible to all children, staff, parents and visitors. The re-development of the majority of the school buildings in 2009-11 resulted in provision including ramps enabling access to all areas of the school building.

The percentage of SEN/D pupils is currently 10.5% (including children with Education, Health and Care Plans and children who have identified Special Educational Needs. 4% children in the school have an Education, Health and Care Plan. (Source: SIMS)

Pupil absence analysis in 2015-16 flagged Persistent Absence for SEND children. This was for one child with a serious medical condition which impacted on their health and well-being and necessitated long spells in hospital and being treated.

#### **Gender reassignment**

No data is collated by the school about gender reassignment and the pupil or staff population.

#### **Race**

2.5% of our current roll speak a language other than English at home. Languages are French, Mandarin, Polish and Akan/Twi-Fante. No children are in the early stages of English acquisition. 89.5% children on roll are 'White, British'.

The school monitors Racist Incidences on a termly basis and reports any to the Local Authority.

#### **Performance Trends: ethnicity**

There is no pattern of underachievement for any statistical groups of Black and Minority Ethnic (BME) children.

The school has 3 fixed term exclusions in the last 3 years. Both children were White British.

There are no trends relating to ethnicity for absence.

(Sources: SIMS, School Census ethnicity and language profile, Annual Report to Governors re racist incidents, Holiday form requests and absence data)

## Houghton Primary School

### Religion or belief

The school does not record data about religion in SIMS.

The school's dress code is culturally sensitive towards school uniform in accordance with DfE guidance.

Religious leaders play a part in the life of the school through assemblies and visits within the RE curriculum. They include Roman Catholic, Baptist, Methodist, Jewish, Church of England, Sikh and Muslim representatives.

(Sources: SIMS, anecdotal evidence, SACRE guidance, School dress code)

### Gender

There are currently 48% girls and 52% boys in the school. Only Year 4 has an equal number of boys and girls. The year groups with the largest disparity are Year 5 (66% boys), Year 3 (60% boys), Year 1 (38% boys) and Reception Year (41% boys)

Analysis of achievement data in terms of gender shows that girls do not perform as well in all areas in EYFS and KS1. They do not perform as well as boys in mathematics in KS2.

Our Youth Leaders (Play Leaders) in Y5 and 6 are a balance of male and female pupils.

The School Council is made up of a balance of male and female pupils.

The staff population is significantly more female than male with 94% of the staff being female.

The governing body is currently 78% female and 22% male (3 vacancies).

The 3 fixed term exclusions last year were all boys.

(Sources: SIMS analysis, pupil achievement data analysis)

### Sexual orientation

No data about the sexual orientation of pupils, parents or staff is collected or held by the school. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's affective file.

## Equalities Policy

### Marriage and civil partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded on SIMS. Any changes to contact details are recorded on the pupil's individual SIMS data.

No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

(Source: school admin procedures, SIMS)

### Pregnancy and maternity

No members of staff took Maternity Leave in 2016-2017.

The school has developed flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting.

(Source: school admin procedures, School Personnel Policies)

### FSM

There are currently 8.5% children who have a Free School Meal. Statistically this group is too small to be significant in terms of any data analysis.

(Sources: SIMS)

### Vulnerable groups

There is currently one looked after children on roll.

8% pupils have at least one parent in the armed services.

(Source: SIMS)

### Bullying and discrimination

At Houghton Primary School there are clear procedures for dealing with all forms of bullying including prejudice-related bullying and incidents. The school reports all Racist incidences to the LA each term (RAID Report).

The school keeps a record of all incidences of bullying and records the nature of the incidence e.g. homophobic language, gender related or racist bullying.

Pupil and parent surveys include questions on safety and bullying. Responses are analysed and responded to as necessary.

## Houghton Primary School

## Equalities Policy

(Sources: Headteacher's analysis of bullying incidents, Pupil and Parent Surveys)

### **Curriculum**

At Houghton Primary School a broad and balanced curriculum is available to all pupils.

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice, promoting community cohesion and mutual understanding.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.

In curriculum materials there are positive images of disabled people, of both women and men in non-stereotypical gender roles, and of people from a wide range of ethnic, religious and cultural backgrounds.

### **Consultation, involvement and engagement**

The school has procedures for consulting and involving parents and carers and has regard in these for the concerns and requirements of the Equality Act, particularly in relation to disability equality.

The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act, particularly in relation to disability equality.

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the school council
- staff survey
- contact with parents representing pupils with particular protected characteristics

Date of publication of this appendix: December 2017

Date for review and re-publication: September 2018

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

## Houghton Primary School

## Equalities Policy

### Appendix B: Equality Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
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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, gender, gender reassignment, 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

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

Objective 1: To improve outcomes for identified vulnerable groups (Girls in KS1, FSM6)

Objective 2: To realise the objectives relating to pupils identified within the school Accessibility Plan

- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to disabled pupils

Further information on these objectives is found in the School Development Plan 2015-18 and the School Accessibility Plan 2017 - 2020

Legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Date of publication: December 2017

Date for review and re-publication: September 2018

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 website.