

Responsibility of	Full Governing Body
This version dated	November 2015
Reviewed by Staff	November 2015
Adopted by Governors on:	November 2015
Next review date	November 2018
Meets Equality of Opportunity	Yes
Safeguarding reference made	Yes

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.

School Context

Hampshire is a large and diverse county with over a million residents within which there is a mix of urban and rural areas. The majority of this population live in these urban areas within which there are pockets of severe deprivation. However this deprivation is not evenly spread and the Havant district has higher levels of deprivation than might be expected.

Purbrook Infant School is in the centre of a largely residential area in the outer suburbs of Portsmouth. Many parents from out of catchment select our school as their first choice.

Purbrook Infant School is a three form entry school. We share our site with Purbook Junior School and there is close liaison between the two schools. The very large majority of our pupils are white, British. The 2001 census information the majority of our children 75% approximately come from households where approximately 13% of parents had engaged in higher education. Less than 20% were ranked as high social class households. Within the Hampshire context Purbrook Infant School has its own unique features.

The index of multiple deprivation ranks Purbrook Infant School at **72** out of 427 schools across the county. This puts the school the school well inside the lowest 20% of schools in the county. Nationally the school is ranked **16465** out of 32,482.

In November 2015 we have 25 children on free school meals (10%) and 30% of children have been identified as having special educational needs including three with statements or Educational Health Care Plans

In the academic year 2014 to 2015 we had these children on role:-

Year Group	Girls	Boys
R	54	36
1	55	35
2	46	39

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff and their views are considered to be 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/or disadvantages 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

Our policies, procedures and activities 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.

The governing body agree to publish data where they are confident that individuals cannot be identified. All data is published to Hampshire County Council.

9. 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

The school will re-publish the equality information contained in Appendix A annually.

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:

- focus groups
- parent questionnaires
- student council
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil Related Data for the academic year 2014 to 15

	Year R -% of children achieving a Good Level of Development		
	Cohort	School	National
All Pupils	90	66	61
Male	36	53	53
Female	54	74	69
FSM	9	33	45
Non FSM	81	69	64

Phonics data – Year 1 and Year 2 cumulative 2015

	Year 1		Year 2 Cumulative	
	School	National	School	National
All Pupils	76	77	96	90
Male	71	73	97	88
Female	78	81	96	92
FSM	58	66	100	84
Non FSM	78	80	96	92

End of KS1 data children achieving at national standards or above.

	% of children	
	School	National
Reading	86	82
Writing	85	72
Mathematics	88	82

At the end of KS1 Average Point Score for Disadvantaged Pupils Against School Other Pupils and National Other Pupils.

		Point Score		
		Reading	Writing	Mathematics
Number of disadvantaged children	11	16.5	16.5	15.5
Number of other pupils in school	74	17.2	16.1	16.9
National average score for pupils not disadvantaged		17.1	15.8	16.9

Qualitative information

On our school website we publish relevant school policies i.e. those that make a statement about the importance of avoiding discrimination.

- *Details about particular initiatives undertaken in school and their impact*
- *Information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures*
- *views of the student council*

"The school has published policies and progress towards the objectives on the school's internet site <http://www.purbrook-inf.hants.sch.uk/index.htm>. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: November 2015

Date for review and re-publication: November 2016

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

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

- Prospectus
- Information Meeting
- Inclusion
- 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

- to monitor closely the progress, attainment and opportunities of all children in receipt of Free School Meals generally and by gender.
- to increase the number of FSM children achieving Early Learning Goals (GLD) at the end of the Foundation Stage
- to monitor the performance and attainment of girls/boys and work to reduce the gender gap that exists in the EYFS
- to monitor the progress and attainment of other minority/vulnerable groups, such as those with SEN and ethnic minority groups.

Progress towards these objectives will be reported annually on the website.(After periodic assessments to governors)

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