



Policy Name: **Equalities Policy 2021 - 2025**

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*Signed Headteacher* ..... *Date of Signature:* .....

*Signed Chair of Governors* ..... *Date of Signature*.....

**We are walking in the Footsteps of Jesus with Love Trust and Forgiveness**

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## **Vision Statement**

Romsey Abbey C of E Primary School will be a distinctive community, rooted in Christian values, whose culture has limitless ambition, professionalism, engagement and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances. The school will make a positive contribution to the local community and beyond.

## **Our Mission**

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, “walking in the footsteps of Jesus with love, trust and forgiveness.”

## **Our Aims**

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

## Purpose of Policy

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

We are a single-entry school and can cater for up to 218 pupils from Early Years through to Year 6. As well as from our catchment area which covers the Parish of Romsey, we admit children from further afield if we have places available.

## 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, 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 forum groups*
- *parent questionnaires*
- *involvement of the student council*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*
- *contact with all families by telephone during the pandemic crisis*

**Pupil-related data**

Key stage 2 reading, writing and maths by pupil group 2018-2019 is most recent public data available due to Pandemic situation from 23 <sup>rd</sup> March 2020					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National %	School %	National %
All pupils	22	41	65	9	11
Male	11	27	60	9	9
Female	11	55	70	9	13
Disadvantaged	2	100	71	0	13
Disadvantaged (like for like)	2	100	51	0	5
Ever 6 FSM	2	100	71	0	13
Ever 6 FSM (like for like)	2	100	52	0	5
Children looked after	0	N/A	65	N/A	11
Children looked after (like for like)	0	N/A	37	N/A	2
Other	20	35	71	10	13
SEN EHCP	0	N/A	65	N/A	11

SEN support	3	0	65	0	11
No SEN	19	47	74	11	13
Non-mobile	22	41	66	9	11
English first language	18	39	65	11	11
English additional language	4	50	65	0	11
Prior attainment					
Low overall	2	0	7	0	0
Middle overall	13	38	58	8	2
High overall	4	100	95	25	29
Reading low	2	0	9	0	0
Reading middle	12	33	59	0	2
Reading high	5	100	95	40	30
Writing low	3	33	11	0	0
Writing middle	12	33	68	8	5
Writing high	4	100	97	25	41
Maths low	2	0	5	0	0
Maths middle	17	53	61	12	3
Maths high	0	N/A	95	N/A	33

Information	Evidence and commentary
Attendance by gender 2021-2022	Girls 95.3% Boys 93.6%
Attendance by Pupil Premium 2021-2022	Pupil Premium 93% Non-Pupil Premium 95.05%
Ethnicity Across School 2021-2022	White British 83%, Ethnic Minority 14.5%, Not disclosed 2.5%
Participation in the student council by race 2021-2022	17% of the student council is of Ethnic Minority 83% of the student council is White British This is broadly reflective of the school community
After School Clubs does not include wrap around care After School Club	Coding Club – 12 Attendees Drama Club – 48 Attendees Sewing Club – 20 Attendees Board Games Club – 15 Attendees

### Staff data

Information	Evidence and commentary
Gender of workforce as at September 2022	90.9% of our workforce are female and 9.1% are male We have less men within our employment than the average of the total school workforce
Race distribution of workforce as at September 2022	This is reflective of our local community.
Applications by	7% Male Applications

gender	93% Female Applications
Attendance at external training by gender in 2021-22	81.8% Female 18.2% Male  This is reflective of our work force
Leavers by gender in 2021-2022	5 Female staff found alternative employment at the end of the academic year
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

### Other information

Information	Evidence and commentary
Attendance at parents' evenings 2021 - 2022	Whole School 97%, Pupil Premium 95%, SEND 94%
Governor representation as at September 2022	53.85% Male, 46.15% Female 100% British White We have proportionately more men than women on the governing body in comparison with the staff group, but ethnic representation is representative of our community.
Volunteers as at September 2022	84.6% Female 15.4% Male

### Qualitative information

The school has published various policies on the school's website [www.romseyabbeyschool.co.uk](http://www.romseyabbeyschool.co.uk). 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:** September 2022

**Date for review and re-publication:** September 2023

## 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, 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 Forum 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*
- *regular contact with every family during the pandemic crisis*

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

Objective: Curriculum and wider school experience provides **all** children, especially disadvantaged pupils with a rich cultural capital

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## **Further Information Sources**

### **Links to other policies/documents**

Complete with details

### **Links to other websites**

Complete with details

## **Role Holders**

Names of all Role holders specified in this document can be found on the school website:

<http://www.romseyabbeyschool.co.uk/>

