



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

Status: Statutory

Issue Date: March 2021

Review Date: March 2025

Review Cycle: Annual Review of Information

Further details and additional copies from: School Reception/Administration Office

Responsibility for dissemination to new staff: Headteacher

*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 be viewed by the local Community as a centre of excellence.

## **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 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 2020-2021                       | Girls 95.8%<br>Boys 95.1%   |
| Attendance by Pupil Premium 2020-2021                | Pupil Premium 92.81%<br>Non Pupil Premium 95.9%   |
| Ethnicity Across School                              | White British 83.6%, Ethnic Minority 13.23%, Not disclosed 3.17%  |
| Participation in the student council by race 2020-21 | 25% of the student council is of Ethnic Minority<br>75% of the student council is White British<br>This is broadly reflective of the school community |
| Participation in After School Clubs as at April 2021 | Due to the pandemic situation After School Clubs have not taken place during the academic year 2020-2021  |

### Staff data

| Information                                     | Evidence and commentary  |
|---|--|
| Gender of workforce as at April 2021            | 89.91% of our workforce are female and 9.99% are male<br>We have less men within our employment than the average of the total school workforce |
| Race distribution of workforce as at April 2021 | This is reflective of our local community.   |
| Applications by gender 2020-21                  | We have not had any vacancies between September 2020 and April 2021 to report on   |

|  |  |
|--|--|
| Shortlisted candidates by age 2020-21                | We have not had any vacancies between September 2020 and April 2021 to report on   |
| Attendance at external training by gender in 2020-21 | Due to the pandemic situation it has not been possible for any members of staff to attend external training during the academic year 2020 - 2021 |
| Leavers by gender in 2020-2021                       | We have not had any staff leave our employment between September 2020 and April 2021 to report on  |
| 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 2020 - 2021 | Whole School 94.5%, Pupil Premium 93.2%, SEND 93.1%   |
| Governor representation as at April 2021    | 44.44% Male, 55.55% Female<br>100% British White<br>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 April 2021                 | Due to the pandemic situation our only volunteers at the time of reporting belong to our PTFA (Parent, Teacher and Friends Association). Gender representation for this group is equal in number of men 50% to women 50%. |

### 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:** March 2021

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

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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

**Date of publication:** March 2021

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



## **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/>

