



School Equality Policy (including Equality Information and Objectives)

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, race, 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

Four Lanes Community Junior School is located in Chineham to the north of Basingstoke. It shares a site with Four Lanes Infant School. The school opened in 1989 and was designed to be attractive and stimulating to children. It has carefully landscaped grounds and is surrounded by a beautiful copse. In 2015, the school was inspected by Ofsted and was graded as 'Good'. In July 2016 it was awarded the Level 1 Rights Respecting Award and the Modeshift Star Bronze Award.

We provide an environment where children are motivated and inspired to achieve their very best and develop a lifelong love of learning. Our curriculum gives children the opportunity to investigate, take risks, make decisions and subsequently reflect on their achievements. Our school values of Respect, Responsibility, Aspiration, Resilience and Creativity underpin everything we do both within and beyond the school curriculum.

As a community junior school we strive to create an environment of which everyone is proud. We look beyond the school gates and give children a sense of responsibility not only for themselves and each other but also their local community and the wider world.

We are the only community junior school in Hampshire and we also host a community centre. This provides the facilities for a range of classes and activities for the local community. However, it also enables us to provide both a breakfast, after-school and holiday care. This facility is funded separately from the school and is managed by a Joint Management Committee.

The school continues to collect equalities information and this may be referenced in the appendices of this policy.

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
- 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
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- 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
- 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

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.

NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school. Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

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

Date approved by the Governing Body: 26th January 2017

Date for policy review: January 2020

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 information should also be read in conjunction with our equality objective(s). In compiling this equality information we have:

- identified evidence of equality we already have within policies and practice and identified gaps.
- examined how we engage with the protected groups, identifying where practice could be improved.

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
- contact with the local community.

Pupil-related data

Information	Evidence and commentary																																													
School attendance, academic year 2015/16	Ofsted describes attendance that is above 95.7% as 'high' attendance. The attendance level for the whole school was 97.85%. Attendance by gender: Girls – 97.7% Boys –98%																																													
Composition of school July 2016 Dec 2016	Girls – 47.95%, boys – 52.05% Girls – 48.51%, boys – 51.49%																																													
Ethnic backgrounds of pupils. July 2016 Dec 2016	<table border="1"> <thead> <tr> <th>Any other white background</th> <th>Any other ethnic group</th> <th>Any other mixed background</th> <th>Black - African</th> <th>Black - Caribbean</th> <th>Chinese</th> <th>Indian</th> <th>Pakistani</th> <th>Info not yet obtained</th> <th>Refused</th> <th>White British</th> <th>White - Irish</th> <th>White and Asian</th> <th>White and Black African</th> <th>White and Black Caribbean</th> </tr> </thead> <tbody> <tr> <td>8%</td> <td>0%</td> <td>1.9%</td> <td>0.9%</td> <td>0%</td> <td>0.6%</td> <td>1.9%</td> <td>0.6%</td> <td>0%</td> <td>0%</td> <td>75%</td> <td></td> <td>1.6%</td> <td>0%</td> <td>1.2%</td> </tr> <tr> <td>6.6%</td> <td>0.3%</td> <td>1.3%</td> <td>0.9%</td> <td>0.6%</td> <td>0.6%</td> <td>2.6%</td> <td>0.3%</td> <td>0.3%</td> <td>0.3%</td> <td>81.5%</td> <td></td> <td>1.6%</td> <td>0.3%</td> <td>1.3%</td> </tr> </tbody> </table>	Any other white background	Any other ethnic group	Any other mixed background	Black - African	Black - Caribbean	Chinese	Indian	Pakistani	Info not yet obtained	Refused	White British	White - Irish	White and Asian	White and Black African	White and Black Caribbean	8%	0%	1.9%	0.9%	0%	0.6%	1.9%	0.6%	0%	0%	75%		1.6%	0%	1.2%	6.6%	0.3%	1.3%	0.9%	0.6%	0.6%	2.6%	0.3%	0.3%	0.3%	81.5%		1.6%	0.3%	1.3%
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Children with English as a second language.	July 2016– 7.2% Dec 2016 – 7.6 %																																													
Special Educational Needs.	July 2016 – 9.3% of the children have SEN at SEN Support. Dec 2016 – 10.9% of the children have SEN at SEN Support. 1 child on EHCP (0.3%).																																													
% of children at expected standard or above by gender for the academic year 2015/16	The RAISE-online summary report published by Ofsted shows the following average points scores for this group of children at the end of KS2 2015/16 in reading, writing and maths combined: <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>Nationally</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>77%</td> <td>49%</td> </tr> <tr> <td>Female</td> <td>55%</td> <td>57%</td> </tr> </tbody> </table>		School	Nationally	Male	77%	49%	Female	55%	57%																																				
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Participation in the school council by ethnic background.	The school council has 24 school councillors. They are elected by the children. T July 2016- 90% of the school council was British. Dec 2016 - 83% of the school council is British, indicating that the council is broadly representative of the school community.																																													

Percentage of children with disabilities and medical conditions	<p>July 2016– 0.9% of pupils had a disability. September 2016 -0.4% of pupils had a disability. July 2016 – 7.80% of pupils had a medical condition. September 2016 – 7.26% of pupils had a medical condition.</p> <p>Guidance documentation indicates that 15% to 20% of the population has a disability. The school carries out an on entry survey of all pupils to ensure that all disabilities are identified and appropriately supported.</p>																																										
Percentage of children who have received free school meals at any time since starting school.	<p>July 2016 – 12.37% Pupil Premium Dec 2016 – 10.9% Pupil premium</p> <p>This figure is lower than the national average.</p>																																										
IMD (Index of Multiple Deprivation), based on the autumn 2016 census.	<p>The school's average IMD rank is 29009 out of 32,884 and the rank within Hampshire Primary Schools is 377 out of 425 This illustrates slightly more deprivation in school than in October 2015 – see below:</p> <p>In Autumn 2015, the school average IMD rank was: 28998 out of 32844 and 382 out 427 schools in Hampshire (2015).</p> <p>The IMD Rank is from the Indices of Multiple Deprivation (IMD) 2015. This ranks the Super Output Areas (SOA) in England from 1 to 32,844, where 1 is the most deprived and 32,844 the least deprived. Hampshire Primary Schools are ranked by their School Average IMD from 1 to 427, where 1 is the most deprived and 427 the least deprived.</p>																																										
Religions within the school, July 2015/16	<p>47.9% Christian, 44.1% No religion, 1% Hindu, 2% Muslim, 1.3% Sikh and 3.3% other or not specified. July 2015. 48.5% Christian, 42.2% No religion, 1.6%Hindu, 1.6% Muslim, 1.3% Sikh and other 4.5% Dec 2016 The school is obliged to study a major religion in addition to Christianity. The school has chosen to study Hinduism and Islam.</p>																																										
Participation in after school clubs provided by the school during the academic year 2015/16	<table border="1"> <thead> <tr> <th></th> <th>Girls</th> <th>Boys</th> <th>White British</th> <th>Special Educational Needs</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>Choir</td> <td>72.2%</td> <td>27.7%</td> <td>86.1%</td> <td>2.7%</td> <td>0</td> </tr> <tr> <td>Archery</td> <td>36.3%</td> <td>63.6%</td> <td>90.9%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Tennis</td> <td>11.7%</td> <td>82.3%</td> <td>82.3%</td> <td>10.4%</td> <td>0%</td> </tr> <tr> <td>Street dance</td> <td>63.6%</td> <td>36.3%</td> <td>81.8%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Gymnastics</td> <td>90.9%</td> <td>18.1%</td> <td>83.3%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Dodgeball</td> <td>15.3%</td> <td>76.9%</td> <td>7.6%</td> <td>7.6%</td> <td>0%</td> </tr> </tbody> </table>		Girls	Boys	White British	Special Educational Needs	FSM	Choir	72.2%	27.7%	86.1%	2.7%	0	Archery	36.3%	63.6%	90.9%	0%	0%	Tennis	11.7%	82.3%	82.3%	10.4%	0%	Street dance	63.6%	36.3%	81.8%	0%	0%	Gymnastics	90.9%	18.1%	83.3%	0%	0%	Dodgeball	15.3%	76.9%	7.6%	7.6%	0%
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Survey feedback on bullying, Jan 2017	<p>Only 7% parents who participated in the parental survey (133) disagreed that the school deals effectively with bullying.</p>																																										
Reported incidents of bullying during 2015-16.	<p>Bullying (behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally): none Homophobic bullying (bullying motivated by a prejudice against lesbian, gay or bisexual people): none Racial incidents: one. Cyber bullying (bullying through inappropriate e-mail content, impersonation, exclusion from social networking, abuse of personal information, etc): none</p>																																										
Exclusions 2015-16	<p>Total of 6 days and 5 incidents involving three different pupils. Maximum duration 2 days and minimum 0.5days</p>																																										
Sanctions and rewards	<p>The schools behaviour policy ensures that all pupils are rewarded for good behaviour with weekly celebration assembly, certificates, stickers, praise and class rewards. All parents and carers are aware of rewards and sanctions.</p>																																										

Staff Data

Information	Evidence and commentary
Composition of the staff, March 2016	85.4% Female 14.5 % Male
Ethnic backgrounds of the staff, March 2016.	83.3% White British, 16.6% Other ethnic backgrounds (of those who responded)
Percentage of staff members with a disability, September 2015.	4.1% with a disability (of those who responded) Guidance documentation indicates that 15% to 20% of the population has a disability.

Date of publication of this appendix: February 2017

Date for review and re-publication: February 2018

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

Equality Objectives

Appendix B

NOTE: Governors may also wish to refer to the Governors workbook to support them in determining what objectives should be set and published and how they should be worded to ensure they are specific and measurable.

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*
- *involvement of the school council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *Take up rates of extra-curriculum activities, ie after school clubs.*

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

Objective 1: To ensure all pupils make greater than expected progress at the end of KS2

Objective 2: For all children to embody the key values to become responsible, caring and confident citizens

Date of publication: February 2017

Date for review and re-publication: February 2018

NOTE: 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 internet site.