



Otterbourne Church of England Primary School

Trust, Respect and Determination

Equalities Policy

(Including Equalities Information and Objectives)

Name / Signature of Headteacher:	Martin Geraghty
Name / Signature of Chair of Governors:	Sue Barham
Date Policy approved and adopted:	May 2024
Date Due for review:	May 2025

VERSION CONTROL LOG

Date	Description of changes (person responsible)
13/05/2024	Annual policy update
25/05/2023	Policy updated to reflect current policy expectations. Updated information included.
23/05/23	Headteacher name changed. Addition of text about threatening behaviour.

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 that 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, which is a place where everyone should be able to flourish and be loved. We recognise that equality will only be achieved when the whole school community (our pupils, staff, governors and parents/carers) works together. Each person in all their unique difference should

be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

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 pertaining 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

The school collects equality information and this can be found within the appendices, which are updated annually. The data was correct as at May 2024.

- The school had 310 pupils on roll
- The percentage of boys is 48% (149 children). The percentage of girls is 52% (161 children).
- The percentage of children with Free School Meals take up is at 3.2%.
- The percentage of children from minority ethnic groups is 16.7%.
- The percentage of pupils whose first language is not English is 7.4%
- The percentage of pupils with SEN support is 7.4%.
- The percentage of pupils with SEN that are supported by an EHCP is 3.5%.
- The school has a marginally higher percentage of stability (81%).
- The school deprivation indicator given as 'well below average'.
- The pupil community is comprised of 62.58 % of children from within the catchment area, with the remaining pupils coming from the surrounding areas (Boyatt Wood, Chandlers Ford, Twyford, Compton, Brambridge, Botley, Colden Common, Ampfield, Allbrook, Shawford, Itchen Stoke and Eastleigh)

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 race, ethnicity, culture, national origin or national status
- Whatever their sexual orientation, gender or gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their physical appearance
- Whether they are currently pregnant or have recently given birth
- Whatever their age or marital status
- Whatever their socio-economic background or academic ability
- Whatever 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 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 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 for Otterbourne Church of England Primary School

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, 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 (e.g. Church Focus Group)
- parent questionnaires
- open door policy
- involvement of the school council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations (e.g. Shepherd's Down Special School)

Pupil-related data

Quantitative data we consider in this area includes:

- attainment levels
- pupil progress
- attendance levels
- exclusions, sanctions and rewards
- rates of bullying/harassment/behaviour related incidents
- take up rates of extra curricular activities/after school clubs etc
- participation in the student council
- results of parental satisfaction surveys and complaints monitoring

Information	Evidence and commentary
Attainment in Reading – by gender and ethnicity	2023 Key Stage 2 Results Scaled Score – 108.7 Percentage making ARE or above: All: 89.4% Male (27 children): 92.6% Female (20 children): 85% English as first language: (44 children) 90.9% English Additional Language: (2 children) 100%
Attainment in Writing - by gender and ethnicity	2023 KS2 Results Percentage making ARE or above All pupils: 85.1% Male (27 children): 85.2% Female (20 children): 85% English as first language: (44 children) 86.4% English Additional Language: (2 children) 100%
Attainment in Spelling, Punctuation and Grammar - by gender and ethnicity	2023 Key Stage 2 Results Percentage making ARE or above All pupils: 83% Male (27 children): 81.5% Female (20 children): 85% English as first language: (44 children) 84.1% English Additional Language: (2 children) 100%
Attainment in Mathematics- by gender and ethnicity	2023 Key Stage 2 Results ARE or above All pupils: 91.5% Male (27 children): 92.6% Female (20 children): 90% English as first language: (44 children) 90.9% English Additional Language: (2 children) 100%
Attendance by gender	Boy's attendance: 96.6% Girl's attendance: 97.5%

Staff data

As the school has less than 150 staff, the Governing Body is not required to publish information in relation to their staff.

Other information

Information	Evidence and commentary
Attendance at parents evenings through 2023/2024	100% of parents with known disabilities attend parents evening. Parent/Teacher meetings have a high priority and appointments are made outside of the general times to accommodate specific parents and their needs.
Governor representation as at May 2024	60% Female 40% Male 90% British White 10% British-other We have a wide age-range represented within the governing body membership.
Volunteers as at May 2024	Currently we have 19 volunteers who regularly come into school: 17 female, 2 male.

Qualitative information

The school has published various policies on the school's internet site, www.otterbourneprimaryschool.com.

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty, and include:

- Charging and Remissions Policy
- School Behaviour Policy
- Anti-Bullying Policy
- Sex Education Policy
- Special Educational Needs Policy
- Admissions Policy
- Accessibility Plan

The school enjoys a mutually beneficial professional relationship with the staff and pupils of Shepherds Down School, whereby reciprocal visits are made to develop friendships and understanding of different children's needs.

Date of publication of this appendix: May 2024

Date for review and re-publication: May 2025

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
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

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

Objective 1: To encourage children from within ethnic minorities to stand for election or enter the nomination process for roles within the school.

Objective 2: To encourage staff to run a range of school-time and after-school clubs that appeal to differing areas of interest beyond the sporting clubs.

Date of publication of this appendix: May 2024

Date for review and re-publication: May 2025