


Equalities Policy v2		
Responsible Post	Headteacher	
Responsible Committee	FGB	
Review Schedule	4 years	
Policy reviewed on	24 January 2024	
Policy to be reviewed	January 2028	
Changed	Latest MOPPS version 1.2 Feb 2021 Updated data in yellow	
<p>All schools must re-publish equality information contained in Appendix A annually.</p> <p>All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information.,.</p> <p>However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.</p>		

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, 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

Manor Church of England Infant School is ranked in the middle quartile (average) on the schools index of deprivation in Hampshire. The school sits within on the Waterside, on the edge of the New Forest. Parts of the surrounding area are recognised as areas of deprivation. On entry into school, a large proportion of children, who are assessed against the Early Years Foundation Profile, score lower than expected in Communication, PSED, Physical Development, Literacy and Maths.

The staff and pupils are from predominantly white British backgrounds.

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
- Whether or not they have refugee / asylum status

- Whether or not English is 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 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.

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: 24 January 2024

Date for policy review: January 2028

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:

- *focus groups*
- *parent questionnaires*
- *involvement of the School Council*
- *staff survey*

Pupil-related data

Information	Evidence and commentary
<p>Attainment in End of Key Stage Assessment</p>	<p>End of KS1 SATs 2023 Reading: From a cohort of 26 pupils at the end of Key Stage 1, 84.6% achieved the expected standard in Reading, a total of 22 pupils.</p> <p>23.1% achieved a greater depth in Reading, a total of 6 pupils.</p> <p>The school's expected standard percentage in Reading has increased by 0.6% from 84.0% in 2021/22 to 84.6% in 2022/23.</p> <p>This is equivalent to approximately the same number of pupils achieving the expected standard in 2022/23 compared to 2021/22.</p> <p>The school's average for the last 3 academic year(s) is 85.5%.</p>

84.6% achieved the expected standard in Reading, 16.4% higher than the National average of 68.2%.

This is equivalent to 4 more pupils achieving the expected standard compared to the National average.

Manor has been above the National average 3 times in the last 3 academic year(s) for the expected standard in Reading.

Writing:

From a cohort of 26 pupils at the end of Key Stage 1, 73.1% achieved the expected standard in Writing, a total of 19 pupils.

23.1% achieved a greater depth in Writing, a total of 6 pupils.

The school's expected standard percentage in Writing has increased by 1.1% from 72.0% in 2021/22 to 73.1% in 2022/23.

This is equivalent to approximately the same number of pupils achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average for the last 3 academic year(s) is 75.0%.

73.1% achieved the expected standard in Writing, 13.1% higher than the National average of 60.0%.

This is equivalent to 3 more pupils achieving the expected standard compared to the National average.

Manor has been above the National average 3 times in the last 3 academic year(s) for the expected standard in Writing.

Maths:

From a cohort of 26 pupils in your school at the end of Key Stage 1, 84.6% achieved the expected standard in Maths, a total of 22 pupils.

19.2% achieved a greater depth in Maths, a total of 5 pupils.

The school's expected standard percentage in Maths has decreased by 3.4% from 88.0% in 2021/22 to 84.6% in 2022/23.

This is equivalent to approximately 1 fewer pupil achieving the expected standard in 2022/23 compared to 2021/22.

	<p>Your school's average for the last 3 academic year(s) is 86.8%.</p> <p>84.6% achieved the expected standard in Maths, 14.2% higher than the National average of 70.4%.</p> <p>This is equivalent to 4 more pupils in your school achieving the expected standard compared to the National average.</p> <p>Manor has been above the National average 3 times in the last 3 academic year(s) for the expected standard in Maths.</p>												
Percentage of identified SEN	<table border="1"> <thead> <tr> <th>2023-24</th> <th>BOYS</th> <th>GIRLS</th> </tr> </thead> <tbody> <tr> <td>19/71 (27%)</td> <td></td> <td></td> </tr> <tr> <td>SEN Support</td> <td>8/71 (11%)</td> <td>7/71 (10%)</td> </tr> <tr> <td>EHCP</td> <td>2/71 (3%)</td> <td>3/71 (4%)</td> </tr> </tbody> </table>	2023-24	BOYS	GIRLS	19/71 (27%)			SEN Support	8/71 (11%)	7/71 (10%)	EHCP	2/71 (3%)	3/71 (4%)
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Attainment in SATS – by race 2023	<p>84% of white British pupils achieved ARE+ in reading 100% of other ethnic groups achieved ARE+ in reading 72% of white British pupils achieved ARE+ in writing 100% of other ethnic groups achieved ARE+ in writing 84% of white British pupils achieved ARE+ in Maths 100% of other ethnic groups achieved ARE+ in Maths</p>												
Attendance by gender 2022-23	<p>Overall attendance: 93.18% of boys 95.19% of girls</p> <p>2022-23 31/75 (41.33%) pupils had attendance of 96% or more 41.93% (13/31) boys had 96%+ (school target) attendance 58.07% (18/31) girls had 96% + (school target) attendance</p>												
Participation in the School Council by race 2023-24	<p>100% of the School Council is White British 0% of the School Council is of Mixed background 44% School Council are boys 56% of School Council are girls</p>												
Participation in the Planet Protectors by race 2023-24	<p>78% of the Planet Protectors are White British 11% of the Planet Protectors are Indian 11% of the Planet Protectors are Any other white background 44% of the Planet Protectors are boys 56% of the Planet Protectors are girls</p>												
Participation in the Playground Pals by race 2023-24	<p>83% of the Playground Pals are White British 17% of the Playground Pals are Any other mixed background 50% of the Playground Pals are boys 50% of the Playground Pals are girls</p>												

Other Information

Information	Evidence and commentary
Attendance at parents evenings 2023-24	93% parents attended parent evenings – October 2023
Governor representation 2023-24	27% Male, 73% Female 91% British White
Volunteers 2023-24	100% Female, 0% Male 100% British White

Staff data

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff.

Qualitative information

Qualitative information published on the school website includes:

- school policies*
- minutes of governor meetings*
- a note about how the school monitors equality issues in everyday school life*
- detail about particular initiatives undertaken in the school*
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures*
- details about assemblies which deal with relevant equality related issues*
- views of the School Council*

Date of publication of this appendix: 17 January 2024

Date for review and re-publication: 17 January 2025

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

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:

- *focus groups*
- *parent questionnaires*
- *involvement of the School Council*
- *staff survey*

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

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

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Date for review and re-publication: 17 January 2025