



Heatherside Infant School
School Equality Policy
Including Equality Information and Objectives

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Equality	FGB	Jan 2022	4 Years	Policy -Autumn 2025 Progress against objectives to be reviewed annually, Dec 2022

We have chosen to base our policy on the Hampshire model policy

HCC Version and date of publication:	V1.1 V1.2	September 2018 4 February 2021
--------------------------------------	--------------	-----------------------------------

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, 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

Heatherside Infant School is a large infant school located close to the town of Fleet in the district of Hart who currently accommodate 290 children aged between five and seven. Hart is one of the 20% least deprived boroughs nationally and has relatively low unemployment. National censuses often reveal Hart to be the area of England with the best quality of life and the Halifax Survey has named Hart as best the place to live for the last three years. Over 97% of the population of Hart is White British.

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
- Whether or not they have a connection with the forces community
- 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
- 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 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

DATE APPROVED BY THE GOVERNING BODY: January 20th 2022

DATE FOR POLICY REVIEW: Autumn 2025

Progress against Objectives to be reviewed December

Heatherside Infant School

Equality Information and Objectives

Appendix A Equality Information

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).

Protective Characteristics	What evidence do we have that shows we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Gender	All staff monitor attainment of reading , writing , phonics and maths by gender thus informing them of any gaps that are developing. Through PSHE and role modelling, children learn that everyone is equal regardless of gender	All children have full access to the curriculum, attainment is measured individually, and support put in place regardless of gender. No limitations are put on children ensuring equality throughout the curriculum and life in school.	In line with our ethos there is a clear expectation that all children show mutual respect towards each other. They are encouraged to support each other in any role they may wish to do. All families are treated with the same dignity and respect regardless of gender.
Disability	We welcome all forms of disability as clearly stated in our SEN Information report. The school ensures that all school activities and learning is accessible to all pupils, making modifications where necessary	Offsite school visits are adapted to ensure all children can attend and have access to the learning. Staff expertise allows early	Parents are encouraged to ask questions. The Headteacher is available informally at the gate on a daily basis. Many parents use this as an informal opportunity to ask

	ensuring equity for all.	identification of need and appropriate interventions. We adapt our curriculum as needed so that the needs of the child are identified and support is put in to place where required	questions as it is less formal. Parents are supported to choose the right setting for their child when they leave the school. Disabilities are openly discussed in classes and celebrated
Race	We are proud of the way our families are treated. We are an inclusive school and all our families are treated with dignity, mutual respect and understanding. This is achieved through the school's ethos and delivered by the schools PSHE and British Values curriculum.	Our curriculum provides the same opportunities to all children. We actively promote opportunities to those children who share a protected characteristic so they are fully involved in all opportunities such as school council, after school clubs. The school supports families by authorising absence for such events as religious celebrations.	The school website has been improved to include a translate function to support families. We encourage our children to talk about their faiths and beliefs in their classes and assemblies where appropriate. Parents are invited to support children in sharing their specific culture and belief to the rest of the class and school.

Pupil-related data

Information	Evidence and commentary
	Due to the Covid 19 Pandemic there was no data produced Nationally at the end of the Academic Year 2019-2020 or 2020-2021. Therefore the last available data is from the Academic Year 2018-19 and is shown below.
Pupils on Roll Dec 2021	287 pupils
Phonics Year 1 2021 submitted In December 2021 <ul style="list-style-type: none"> • Cohort (100) • 51 boys • 51 girls • 9 disadvantaged • EAL 11 children 	96% achieved expected phonic level 94% of boys achieved expected phonic level 98 % of girls achieved expected phonic level 89% or 8/9of disadvantaged group achieved expected level 66% or 4/6 of SEN group who achieved expected level 100% of EAL achieved expected level
Attendance at Parents Evenings Autumn 2021	99 % attendance

Governor representation as at	Total Number of Governors 14
--------------------------------------	------------------------------

December 2021	93% Governors are British White 5 Men 9 Women
EYFS or EOKS RESULTS: No Return made to DFE since 2019 due to Covid	
EYFS Return 2019 for 100 Pupils No return made for 2020 or 2021 due to Covid	GLD = 87% GLD-50 Girls =84% GLD - 50Boys =90% GLD - 11 EAL = 64% GLD - 4 PP = 50% GLD - 0 Lac GLD - 0 SEN
Attainment KS1 - July 2019 by cohort and gender in 2019 (120 pupils, 57 boys and 63 girls) No DATA returned for 2020 or 2021 due to Cancellation of National Testing	Reading 87 % of all pupils attained ARE 89 % of girls 84% of Boys Writing 77% of all pupils attained ARE 86% of all girls attained ARE 67% of all boys attained ARE Maths 88% of all pupils attained ARE 89% of all girls 88% of all boys
Attainment KS1 2019 by Disadvantage group 6 children in total	Reading, 50%writing 50%,maths -50% of disadvantaged pupils attained ARE
Attainment KS1 2019 EAL group 9 children in total	Reading - 67 % of EAL pupils attained ARE Writing and maths – 56 % of EAL pupils attained ARE
Attainment KS1 2019 SEN group 9 children in total	Reading - 33% , Writing =33% maths – 67% of SEN pupils attained ARE

Qualitative information

- Key school policies are available on the school website www.heatherside-inf.hants.sch.uk. All other policies are available from the school office. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.
- Minutes of governor meetings are available in school.
- The school discusses the importance of equality issues in everyday school life e.g. through assemblies, Personal, Social and Health Education.
- There is a robust tracking system for pupil data in school and progress is monitored for all children termly. Targeted interventions are set up where necessary.

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

Equality Objectives

Appendix B

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

Objective 1:

To narrow the gap in the performance of children entitled to FSM (disadvantaged) and those with SEN compared to national and the rest of the cohort.

Objective 2:

To further enhance the engagement of parents of children who are in the bottom 20% in reading and maths and support their child's academic progression through completing reading and mental maths targets at home

Objective 3:

To ensure that our children have access to appropriate technology or alternative methods for home or remote learning through

- Provision of technology for pupil premium children to use at home where needed.
- Working with local charities who supply recycled technology to the community where needed
- Ensuring that pupils with no /limited access have access to alternative methods of working other than through technology.

Date of publication of 2022 Appendix A:
20th January 2022

Date for review and republication of Appendix A:
December 2022

Date of publication of 2022 Appendix B:
20th January 2022

Date for review and republication of Appendix B:
December 2022

The school has published various policies on the school's internet site (www.heathersideinfantschool.co.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public-sector equality duty.