

Sun Hill Junior School

Equality Policy



Name of School	Sun Hill Junior School
Date of Policy Issue/Review	March 2019/ March 2020
Name of Responsible Manager/Headteacher	Sue Griffiths (HT & DSL)
Chair of Governors	Sue Pakenham-Walsh
Date approved by Governors if statutory:	4 th March 2019

Sun Hill Junior School is committed to establishing a vibrant learning environment in which pupils and adults feel valued and respected and can thrive. We promote positive behaviours and attitudes that foster a 'growth mind-set', respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution.

Sun Hill Junior School Values



- S – Strive**
- T – Trust**
- A – Aspire**
- R – Resilience**
- S – Support**

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, ethnicity, 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

We collect equality information and this is referenced in appendix A.

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 note 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 note that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we note 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 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 forum meetings 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 on 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 a diverse and inclusive 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, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Pupil-related data. In 2017-18 our end of key stage data included:
(National results for 2017-18 are in brackets)

	Reading	Writing	Maths	Combined
% children who achieved the expected standard	71 (75)	58 (78)	73 (76)	56 (64)
% children who achieved greater depth standard	33 (28)	19 (20)	23 (24)	12 (10)
Average progress	-2.1	-4.9	-2.5	
Average scaled scores	105 (105)		103.8 (104.4)	

Pupil Data on SEND 2017-18					
	No. of pupils	Sun Hill Junior School	Expected standard Re, Wr, Ma Nationally	Sun Hill Junior School	Achieving at higher standard nationally
Not SEND	44	66%	74%	14%	12%
SEND without EHC	7	0%	64%	0%	10%
Statement and EHC	1	0%	64%	0%	10%

Pupil Data on Disadvantaged Groups 2017-18					
	No. of pupils	Sun Hill Junior School	Expected standard Re, Wr, Ma Nationally	Sun Hill Junior School	Achieving at higher standard nationally
Not Dis	43	63%	70%	12%	12%
Dis	9	22%	70%	11%	12%

All following data correct as of 4/3/19

Current Pupil Data on Ethnicity and Race 2018-19			
	Boys	Girls	Total
White British	103	95	198
Any other white background	5	2	7
Any other ethnic background	3	3	6
Refused			

Pupils Data on English as an additional language (EAL) – 2018-19		
	No. of Pupil	% of school community
Female	6	3%
Male	6	3%
Total	12	6%

Current Pupils Data on Pupil Premium children – 2018-19		
	No. of Pupil	% of school community
Female	12	6%
Male	10	5%
Total	22	10%

Pupils Data on SEND 2018-19		
	No. of Pupil	% of school community
Female	11	5%
Male	10	5%
Total	21	10%

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..

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

Objective 1: To narrow the gaps and improve outcomes for identified groups of pupils (focus on SEND and disadvantaged children and particularly when the children fall within both vulnerable groups).

Objective 2: Closing the gap to national attainment in writing for all pupils.

These objectives will be achieved by the school improvement plan (SIP) reflecting our school priority to raise achievement for all children in writing and for SEND and children whom we receive pupil premium funding for in all areas of the curriculum, through rigorous provision and monitoring.

The objectives will be monitored by analysing data and comparing results with national averages for those groups of children and securitising their books to measure progress across the year.

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.