



HOOK JUNIOR SCHOOL

Equality Policy and Objectives

Policy status	Non-statutory
Date Reviewed:	January 2021
Next Review:	January 2025
Review Cycle:	4 years
Lead Governor Responsible:	J.Carne (Inclusion & Pastoral Leader)
Reviewers:	
Linked Policies:	All school policies are subject to this policy
Ratification Date:	
Signed by Headteacher:	
Signed by Chair of Governors:	

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We are committed to advancing equality and promoting respect for difference and diversity through the school's vision, ethos and values.

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 the following 9 protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age (staff only)
- Disability
- Marriage and civil partnership

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

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.

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
- Whatever their age
- Whether they are currently pregnant or have recently given birth
- Whether or not they have a connection with the forces community

- 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 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 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 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).

4. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- The uniform policy applies irrespective of protected characteristics, however the school will consider reasonable requests to alter uniform based on religious requirements or adjustments for disabilities.
- All pupils are encouraged to participate in the school's activities, such as sports clubs.

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 meetings or via 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 B of this policy statement.

9. We set ourselves specific and measurable equality objectives.

We develop and publish specific and measurable objectives every four years. The objectives can be found in Appendix A to this policy statement and take into account both national, county and school level priorities. Include detail about what the national and county priorities are.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

10. 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

11. Addressing prejudice and prejudice-related bullying or cyberbullying

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. Incidents are

recorded both on CPOMs and Hampshire County Council's 'bullying and prejudice-based incident' forms.

12. Roles and responsibilities

The governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Be 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 will:

- Be 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.

Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination: where a person is treated less favourably than another because of a Protected Characteristic. Or when a person is treated less favourably because of their association with another person who has a protected characteristic

Indirect discrimination: where an individual is subject to an unjustified provision/practice that puts them at a particular disadvantage because of, for example, their sex or race.

Discrimination arising from disability: this occurs when a disabled person is treated unfavourably because of something connected with their disability e.g. excluded from a school trip due to lack of wheelchair access and other options are not investigated.

Harassment: when an individual is subjected to offensive, frightening, degrading, humiliating or distressing treatment because of a protected characteristic

Victimisation: where an individual is subjected to a detriment because it is believed that the individual has complained about discrimination on the grounds of a protected characteristic.

The designated member of staff for equality is the Inclusion and Pastoral Leader:

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Promote knowledge and understanding of the equality objectives amongst staff, governors and pupils
- Monitor success in achieving the objectives and report back to governors
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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

13. Monitoring arrangements

The governing body will update the equality information we publish at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by governing body



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Appendix A – Equality Objectives 2021 – 2025

Actions	Success Criteria	Personnel	Monitoring	Timescale	RAG Monitoring			
					2022	2023	2024	2025
<p><u>Pupils Attainment and Progress</u></p> <p>To continue to monitor and analyse pupil achievement and progress by key PP groups, gender and SEND and act upon any patterns or trends in this data that require additional support for pupils. Assessment data across the year forms part of our future in terms of staffing and resources for key groups.</p>	<p>Attainment and progress gap actively closed between all pupils in all groups; especially pupils eligible for PP and / or with SEND.</p>	<p>SLT Year Leaders Teachers Support Staff</p>	<p>Termly Data Monitoring Year Leader Data Analysis Meeting Regular reports to Governing Body.</p>	<p>Ongoing throughout the academic year</p>				

Ravenscroft, Hook, RG27 9NN

01256 762 468

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<p><u>Pupil Attendance</u> To continue to improve the attendance figures of all pupil groups so they are in line with the school target of 97%.</p>	<p>Yearly attendance for all pupil groups will be closer in line with school's attendance target of 97%.</p>	<p>Inclusion Leader Teaching Staff Admin Staff</p>	<p>Daily monitoring of persistently absent pupils. Weekly monitoring of class and individual attendance Termly reports to Governing Body about attendance of pupil groups</p>	<p>Ongoing throughout the academic year</p>				
<p><u>Prejudicial Based Bullying</u> To continue to eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010</p>	<p>Zero incidences of prejudicial based bullying to be recorded. If incidences do occur, then records show these have been acted upon effectively and there has been no reoccurrence of the incidences.</p>	<p>SLT Inclusion Leader</p>	<p>Termly reports to Governing Body about any recorded incidences Incidences recorded as and when happened.</p>	<p>Curriculum and assembly to address</p>				

<p>Diversity of Governing Body</p> <p>To explore different, creative methods of recruitment, in order to increase the diversity of the governing body e.g., ways to reach out to local communities and business organisations</p>	<p>Governing Body profile to be created to identify underrepresented groups within the board.</p> <p>Recruitment process to show active promote and welcome members from under-represented groups.</p>	<p>Governing Body</p>	<p>Governor Profile completed annually.</p> <p>Adverts and recruitment process as and when positions arrive.</p>	<p>Ongoing</p>				
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HOOK JUNIOR SCHOOL

Appendix B - School Context (January 2021)

The school serves the local community of Hook within the District of Hart in North East Hampshire. The School is a four form entry Primary School with 458 pupils on roll. The pupil admission number is 120

Gender		
	Number of Pupils	Percentage of School Population
Male	222	48%
Female	236	52%
Home Language (First Language)		
English	426	93%
Other	32	7%
Religion		
Christian Faith	248	54%
Muslim	5	1%
Sikh	4	0.9%
Hindu	9	2%
Buddhist	3	0.7%
Other religion	11	2.4%
No religion	177	39%
Refused	1	0.2%
SEND		
No SEND	417	91%
SEN Support	37	8%
EHCP	4	0.9%
Ethnicity		
White British	378	83%
White Irish	2	0.4%
Any other White	24	5%
Any other mixed	7	1.5%
Any other ethnic	2	0.4%
White and Asian	5	1%
White and Black African	3	0.7%
Any other Asian	9	2%
White and Black Caribbean	2	0.4%
Gypsy / Roma	2	0.4%
Irish Traveller	3	0.7%
Black African	4	0.9%
Bangladeshi	1	0.2%
Indian	7	1.5%
Chinese	4	0.9%
Refused	6	1.3%

Staff (January 2021)

Survey responses

Gender	Number
Female	34
Male	2
Religion	
Christian	18
Sikhism	1
No religious belief	3
Prefer not to say	1
Ethnicity	
White British	32
White Other	2
Indian	1
Prefer not to say	1