



BENTLEY CE PRIMARY SCHOOL

EQUALITIES POLICY

Date reviewed	May 2021
Period of review	3 years
Review lead	Katy Pinchess & Esther van Rooyen
Initial Lead	Yann Dubreuil
Governor Committee	Personnel

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 (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

Bentley is a one form entry village school. We are situated close to the border between Surrey and Hampshire. We are a rural location but link closely to the work of the Alton town schools.

We collect equality information.

- We have a typical profile for a rural school in being mainly White British in terms of staff and pupils. We have a deceptive number of pupils with English as another language and have increased numbers of pupils who have moved into the school after the Reception year. A relatively high number of pupils move onto the Independent sector by Year 7 (typically 25%-33%).
- We are a Church of England school and this is reflected in our staff and pupil make up. We have increased numbers of families with different religious beliefs or none.
- We have a number of pupils from military families. To date these are settled in accommodation rather than being placed locally for work.
- We have a wide demographic in terms of affluence and disadvantage. Bentley and Froyle as villages both have very expensive properties and social housing, plus the range between. This range is clearly linked to our rural location which is within commuter distance from London and easily accessible for the major airports. We know that many parents work in the city and also one or both parents may have international travel for work. Whilst this has been affected by Covid, we can predict a gradual return to these previous 'norms'.
- School staff and Governors are aware of the need for sensitivity in catering for a widening demographic in terms of finances and cultural differences. We have continued and enhanced International focus to reflect this important work. In addition, we are promoting awareness and understanding of the Gypsy, Roma and Traveller communities in staff and pupils.

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 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 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. This is a proportionate duty and at our school where we have around 30 members of staff, we clearly have less than the 150 staff for the cut off required for 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

APPENDIX A

Equalities 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).

We have also involved staff, pupils, parents and others in the following ways:

- staff consultation
- governor consultation
- parent and carer questionnaires
- feedback from parents representing pupils with particular protected characteristics
- pupil feedback through conferencing
- School Council discussion

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information.

The most recent information collected by the school will be available as a link on the school website and updated annually.

Pupil-related data

In 2017	School	National
NOR	210	279
Male %	52.4	51.0
Female %	47.6	49.0
Ever 6 FSM %	3.8	24.3
Minority ethnic groups %	12.2	32.3
SEN with EHCP %	1.4	1.3
SEN support %	19.0	12.2
English as an additional language %	5.6	20.7
Stability %	87.2	85.7
School deprivation indicator	0.04	0.21

Information	Evidence
Attainment in reading, writing and maths by gender 2017 - 2018	% boys working at the working towards standard = 12% (National = 31%) % boys working at the expected standard = 75% (National = 61%) % boys working at the greater depth standard = 13% (National = 13%) % girls working at the working towards standard = 16% (National = 21%) % girls working at the expected standard = 67% (National 68%) % girls working at the greater depth standard = 17% (National 11%)
Attainment in reading at end KS2 by gender 2017 - 2018	% boys working at the working towards standard = 19% (National = 28%) % boys working at the expected standard = 81% (National = 72%) % boys working at the greater depth standard = 38% (National = 24%) % girls working at the working towards standard = 0% (National = 21%) % girls working at the expected standard = 100% (National = 79%) % girls working at the greater depth standard = 75% (National = 32%)
Attainment in writing at end KS2 by gender 2017 - 2018	% boys working at the working towards standard = 12% (National = 13%) % boys working at the expected standard = 75% (National = 72%) % boys working at the greater depth standard = 13% (National = 15%) % girls working at the working towards standard = 0% (National = 16%) % girls working at the expected standard = 100% (National = 84%) % girls working at the greater depth standard = 25% (National = 25%)

Attainment in Maths at end KS2 by gender 2017 - 2018	% boys working at the working towards standard = 19% (National = 25%) % boys working at the expected standard = 81% (National = 75%) % boys working at the greater depth standard = 25% (National = 25%) % girls working at the working towards standard = 33% (National = 25%) % girls working at the expected standard = 67% (National = 76%) % girls working at the greater depth standard = 25% (National = 22%)
---	---

Staff data

As our school has less than 150 staff we are not required to publish this information.

Within our governing body we reflect on the characteristics of their workforce to enable them to consider the impact of their policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.

APPENDIX B

Equality Objectives

We recognise 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:

- staff consultation
- governor consultation
- parent and carer questionnaires
- feedback from parents representing pupils with particular protected characteristics
- pupil feedback through conferencing
- School Council discussion

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

Objective 1: To improve outcomes for girls at our school in mathematics.

Objective 2: to improve GDS outcomes for boys at our school in writing.