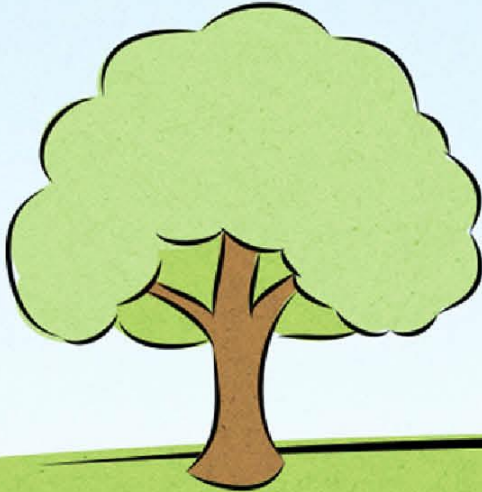




Glenfield Infant School



Equality 2020/24

Revised: July 2020

Review date: July 2024

Signed: *PPorrieott*

Date: July 2020

School Equality Policy 2020-2024

Including quality information and objectives

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 be the best they can 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.

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

Glenfield Infant School is located in woodlands in Bitterne on the east side of Southampton. The school opened in 1954. Since opening, the school has faced many challenges including a falling number on roll from 3 form entry to 2 with only 100 pupils. As the school improved outcomes for pupils the positive reputation in the local area grew too. The school is now full with 3 form entry and a waiting list.

The school's success is based on our commitment to providing a broad and balanced education and inclusion for all which promotes high standards of achievement for every child. We have previously achieved the Inclusion Quality Mark, Basic Skills Quality Mark, Healthy Schools Sing Up Gold award, PE Quality Mark with distinction.

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 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 stakeholders 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.

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 Headteachers are 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 curriculum and lessons
- support pupils in their class who have additional needs

Pupil data

2020-2021 academic year (September) 2021-2022 (November)

| | Year R | | Year 1 | | Year 2 | |
|--------------------------|--------|-------|--------|-------|--------|-------|
| | 20/21 | 21/22 | 20/21 | 21/22 | 20/21 | 21/22 |
| Total Number of children | 90 | 90 | 90 | 90 | 89 | 88 |
| Boys | 44 | 44 | 51 | 42 | 41 | 49 |
| Girls | 46 | 46 | 39 | 48 | 48 | 39 |
| EAL | 19 | 29 | 18 | 19 | 18 | 17 |
| SEN | 10 | 10 | 15 | 15 | 16 | 15 |
| % of chn with disability | 2.22% | | 0 | | 1.12% | |
| Ever6 FSM | 22 | 24 | 27 | 26 | 27 | 28 |

| Ethnic background | Year R | | Year 1 | | Year 2 | |
|---------------------------------|--------|-------|--------|-------|--------|-------|
| | 20/21 | 21/22 | 20/21 | 21/22 | 20/21 | 21/22 |
| Any other Asian | 4 | 1 | 0 | 4 | 4 | 0 |
| Any other white | 11 | 13 | 6 | 11 | 6 | 5 |
| Any other ethnic | 1 | 1 | 2 | 1 | 2 | 2 |
| Any other black | 0 | 0 | 0 | 0 | 0 | 0 |
| Any other mixed | 1 | 1 | 2 | 1 | 2 | 2 |
| Black African | 0 | 2 | 1 | 0 | 3 | 1 |
| Black Caribbean | 0 | 0 | 0 | 0 | 0 | 0 |
| Black – European | 1 | 0 | 0 | 1 | 0 | 0 |
| Chinese | 0 | 0 | 1 | 0 | 0 | 1 |
| Indian | 2 | 3 | 3 | 2 | 2 | 3 |
| Pakistan | 1 | 1 | 0 | 1 | 1 | 0 |
| White British (inc White Irish) | 61 | 63 | 72 | 61 | 57 | 72 |
| White and Asian | 2 | 2 | 0 | 2 | 3 | 0 |
| White & Black African | 2 | 1 | 1 | 2 | 4 | 1 |
| White & black Caribbean | 3 | 1 | 2 | 3 | 2 | 1 |
| Other or not obtained | 1 | 1 | 0 | 1 | 3 | 0 |

| Religion | Year R | | Year 1 | | Year 2 | |
|-----------------------------|--------|-------|--------|-------|--------|-------|
| | 20/21 | 21/22 | 20/21 | 21/22 | 20/21 | 21/22 |
| Christian/Church of England | 22 | 26 | 27 | 23 | 33 | 27 |
| No religion | 52 | 55 | 55 | 51 | 45 | 53 |
| Catholic/Roman Catholic | 5 | 1 | 1 | 5 | 1 | 1 |
| Hindu | 0 | 0 | 0 | 1 | 1 | 0 |
| Muslim | 4 | 3 | 3 | 6 | 2 | 3 |
| Sikh | 1 | 2 | 2 | 1 | 1 | 2 |
| Methodist | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 3 | 2 | 0 | 3 | 2 | 0 |
| Not provided/refused | 0 | 1 | 2 | 0 | 1 | 2 |

Incidents

| Incident | Number of sessions in 2017-2018 | Number of sessions in 2018-2019 | Number of sessions in 2019-2020 |
|------------|---------------------------------|---------------------------------|---------------------------------|
| Exclusions | 20 | 7 | 5 |
| Bullying | 7 (4 incidents by 1 child) | 0 | 2 |
| Racial | 0 | 0 | 2 |

Staff Data

| Information | Evidence and commentary |
|-------------------------|--------------------------------------|
| Composition of staff | 4.45% Male 95.55% Female |
| Ethnic background | 93.34% White British 6.66 % Other |
| % staff with disability | 0 % |

Attainment (Teacher assessment end of 2020 no national data due to Covid-19)

| | Reading | | Writing | | Maths | |
|--------------------|---------|-----|---------|-----|-------|-----|
| | ARE+ | GDS | ARE+ | GDS | ARE+ | GDS |
| All | 76 | 23 | 67 | 16 | 77 | 27 |
| Boys | 70 | 26 | 54 | 12 | 70 | 26 |
| Girls | 85 | 28 | 83 | 20 | 85 | 28 |
| PPG | 58 | 21 | 37 | 16 | 58 | 16 |
| SEND | 32 | 0 | 32 | 0 | 37 | 0 |
| PP&SEND | 50 | 0 | 17 | 0 | 50 | 0 |
| EAL | 77 | 18 | 73 | 9 | 82 | 18 |

Equality Objectives

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).

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

Objective 1: To narrow the gap between the performance of disadvantaged groups – these are to focus on Gender/SEND and Pupil premium

Objective 2: To further develop strategies and opportunities that will prepare children for life in a diverse society where their mental health and wellbeing is strong.

| Key Task | To narrow the gap between the performance of disadvantaged groups – these are to focus on Gender/SEND and Pupil premium | To further develop strategies and opportunities that will prepare children for life in a diverse society where their mental health and wellbeing is strong. |
|------------|--|--|
| Action | <ul style="list-style-type: none">• Term by term update on data analysis by SLMT and actions for following term• CPD for staff including coaching from senior leaders to improve effectiveness of teaching – use of essential 8 (Trust teaching and learning handbook)• Robust assessments used to plan for all to bring about improvements• Monitoring by senior staff to support growth and development• PM reviews and target setting• Pupil progress reviews to look at progress and attainment for all groups• Well planned and reviewed interventions that lead to clear progress and therefore diminished differences | <ul style="list-style-type: none">• Revising curriculum areas to ensure diversity is embedded. Use of Black Lives Matter campaigns• Mental health woven more directly into PSHE curriculum and safety passports – children to know how they can ensure good mental health, know where to go for help if things start to go wrong or become difficult• CPD for staff to develop understanding of mental health within children• Appointment of child and family support worker |
| Monitoring | Governors through HT reports and visits to school HT through pupil progress meetings Subject leads through monitoring, feedback and evaluations | Monitoring by PSHE lead Governors through HT reports and visits to school |