

EQUALITY POLICY including Equality Information and Objectives (appendices)
ABBOTSWOOD JUNIOR SCHOOL
Reviewed by Senior Leadership Team: October 2022
Policy & Appendices: approved by GB – C&S Committee: 28 November 2022
Next review (Policy): Autumn 2026 (every 4 years)
Next review (Appendices): Autumn 2023

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.

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 November 2022 -

- The school is much larger than the average-sized primary school (603 pupils)
- 28% of pupils are eligible for the pupil premium. This is slightly above the national average of 25.5% in 2021/22.
- Our SEND percentage is currently higher than average at 19%. National average is 16.6%.
- Most pupils in the school are from a White British background (90%) so a much-lower-than-average proportion of pupils come from minority ethnic backgrounds. A similarly low proportion of pupils in the school speak English as an additional language (5.6%).

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 and 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 result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging so 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 will 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).

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

Applications 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 Governance Board 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 the 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

Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our School Equality policy on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available through the school office.

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 reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief)

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

- Input from staff surveys and through staff meetings/INSET; Input from parent surveys.
- Feedback from the school council, PSHE lessons, school surveys on children's attitudes.
- Conferencing of vulnerable children and children with identified needs.
- Issues raised in annual reviews or reviews of progress on Individual Support Plans
- Feedback at Governance Board meetings.

Pupil-related data

2022 SATs All Pupils

Subject	National (2018)	Abbotswood (2019)	Difference from 2019 National
Reading	77	80	(+3)
	28	19	(-9)
Writing	78	83	(+5)
	19	24	(+5)
G, P & S	78	85	(+7)
	34	39	(+5)
Maths	76	84	(+8)
	24	29	(+5)

Information	Evidence and Commentary	National %	County %	Abbotswood %
Attainment in Reading, Writing and Maths all children	Average combined attainment ARE for all children	65	68	73
Attainment in Reading, Writing and Maths by gender	Average combined attainment ARE for girls	70	72	80
	Average combined ARE for boys	60	64	67
Attainment in Reading by gender	Average attainment of girls in Reading	78	80	86
	Average attainment of boys in Reading	69	72	76
Attainment in Writing by gender	Average attainment of girls in Writing	85	87	93
	Average attainment of boys in Writing	73	76	76
Attainment in Maths by gender	Average attainment of girls in Maths	79	81	86
	Average attainment of boys in Maths	78	80	83
Attainment of Pupil Premium in Reading	Average attainment of PP in Reading	62	60	68
	Average attainment of non-PP in Reading	78	80	84

Attainment of Pupil Premium in Writing	Average attainment of PP in Writing	68	66	74
	Average attainment of non-PP in Writing	83	85	86
Attainment of Pupil Premium in Maths	Average attainment of PP in Maths	68	64	71
	Average attainment of non-PP in Maths	83	85	88

Attainment in Grammar, Punctuation and Spelling	National %	County %	Abbotswood Junior School %
All	78	78	85
Boys	74	74	80
Girls	83	83	91
PP	68	62	71
Non-PP	83	83	89

Abbotswood SATs 2022 PROGRESS		Progress Measure
Progress in Reading by gender	Girls	+0.66
	Boys	-1.32
Progress in Writing by gender	Girls	+2.79
	Boys	-0.33
Progress in Maths by gender	Girls	+0.01
	Boys	+1.50
Progress of PP (Ever 6 FSM) in Reading	PP	+2.17
Progress of PP (Ever 6 FSM) in Writing	PP	+1.66
Progress of PP (Ever 6 FSM) in Maths	PP	+0.91
Progress of SEND (no EHCP) in Reading	SEND	-0.39
Progress of SEND (no EHCP) in Writing	SEND	+1.13
Progress of SEND (no EHCP) in Maths	SEND	+0.80

ATTENDANCE 2018-2019 (last complete year)			
Demographics and Inverse	No. of Students	Present %	National %
Female	149	96.7	96.1
Male	135	97	95.9
EAL	12	97.4	95.9
SEN	46	96	93.8
Disadvantaged	65	95.3	-
Ever 6 FSM	62	95.2	-
Ever 6 Service Child	3	96.8	-
FSM	46	94.6	94
Service Child	3	96.8	-
Looked after (in care)	3	99.7	-

Appendix B

Equalities 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 reassignment, 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:

- parent questionnaires
- involvement of the school council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community

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

Objective 1:

To raise the percentage of boys who achieve ARE at the end of Key Stage 2 in English so that they achieve in line with girls and national

End of year review 2022:

Year 6 Boys' attainment	Reading	Writing	Spelling, punctuation and grammar
AP1	63%	46%	66%
AP2	72%	54%	75%
End of year	87%	69%	78%

Objective 2:

To improve the reading age of SEND pupils who came to us with reading age less than 6

End of year review 2022:

Start of year 3 September 2021:	32 children
December 2021:	19 children
March 2022:	18 children
July 2022:	5 children

Objective 3

To raise the percentage of Pupil Premium pupils achieving ARE in reading, writing, maths and spelling, punctuation and grammar, & close the gap further between Pupil Premium and non-Pupil Premium

End of year review 2022

PP children	R/W/M combined
2018-19 End of year (July 2019)	59%
2021-22 End of year (July 2022)	38 %

Not PP children	R/W/M combined
2018-19 End of year (July 2019)	77%
2021-22 End of year (July 2022)	74%

PROGRESS SCORES - PP	Abbotswood	Local Authority	Difference
Reading	+1.5	-2.1	+3.6
Writing	+0.9	-1.5	+2.4
Maths	-0.8	-2.4	+1.6

Objective 4:

To raise the percentage of attendance of Pupil Premium pupils

End of year review 2022

Date	Attendance
Sept 20 - July 21	92.79%
Sept 21 - July 22	92.75%

This is an area we will continue to focus on.

Date for review and re-publication: September 2023