



Wallisdean Federated Schools

Equality Policy (including Equality Information and Objectives)

1. 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 schools' Employment 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, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, ie 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

Wallisdean Infant School (taken from Ofsted Inspection Reports December 2014)

- Wallisdean Infant School is smaller than the average-sized primary school. Most pupils attend from the local area
- All pupils are taught in single-age classes.
- The proportion of disabled pupils and those with special educational needs is below the national average.
- The proportion of disadvantaged pupils supported by the Pupil Premium is considerably above that found in most schools.
- Most pupils are of White British heritage.

Wallisdean Junior School (taken from Ofsted Inspection Reports November 2017)

- The great majority of pupils are from White British backgrounds.
- The proportion of pupils for whom English is an additional language is well below that seen nationally.
- The proportion of pupils eligible for free school meals is above the national average
- The proportion of pupils who have SEN and/or disabilities is higher than that seen nationally. *(this was at the time due to the SEN resource provision which is no longer at Wallisdean Junior School)*

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 sex

- Whatever their 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.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- 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.
- Marriage 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 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, ie 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 (eg 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.

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 executive head teacher 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

Date approved by the Governing Body: 5 April 2022

Date for policy review: 2025

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

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

- Parent Voice
- pupil voice through our School Council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Pupil-related data

Table A – Wallisdean Infant School

Information	Evidence and commentary
<p>Attendance</p> <p>September 2022 – March 2023</p>	<p>All – 93.9%</p> <p>SEND Support – 89.44%</p> <p>EHCP – 80.13</p> <p>EAL – 89.23%</p> <p>Disadvantaged – 91.75</p> <p>Forces 96.93%</p> <p>Persistence absence 21%</p> <p>Continue with Attendance Reward schemes and letters to parents. Parent Support Worker and Admin Officer supports families at the early stages of concerns. Continue with the home/school parent contract.</p>
<p>Attainment – 2022</p> <p>Analyse School Performance data</p> <p>Gender</p>	<p>In the 2022 End of KS1 assessments the percentage of children attaining highly in Reading, Writing and Maths has remained above national expectations in Writing and significantly above national expectations in Reading and Maths.</p> <p>In Reading 70% of boys achieved at least expected standard compared to 86% of girls. Nationally 63% of boys achieved at least expected standard compared to 71% of girls.</p> <p>In Writing 48% of boys achieved at least expected standard compared to 77% of girls. Nationally 52% of boys achieved at least expected standard compared to 64% of girls.</p> <p>In Maths 70% of boys achieved at least expected standard compared to 86% of girls. Nationally 68% of boys achieved at least expected standard compared to 67% of girls.</p> <p>In the 2022 Year 1 Phonics screening check, 79% of boys achieved the expected standard compared to 70% of girls. Nationally 72% of boys achieved at least expected standard compared to 79% of girls.</p>

<p>Attainment – EAL</p> <p>Analyse School Performance data</p>	<p>In the 2022 End of KS1 assessments.</p> <p>50% of Pupils with English as an Additional Language achieved at least expected standard in Reading, Writing and Maths.</p> <p>In the 2022 Year 1 Phonics screening check 67% of Pupils with English as an Additional Language achieved the expected standard, which is above national percentage.</p>
<p>Disadvantaged</p> <p>Analyse School Performance data</p>	<p>In the 2022 End of KS1 assessments Disadvantaged children achieved slightly below National in Reading, Writing and Maths.</p> <p>Non Disadvantaged pupils achieved above National in all areas.</p> <p>In the 2022 Year 1 Phonics screening check, 53% of Disadvantaged children achieved the expected standard.</p>

Table B – Wallisdean Junior School

Information	Evidence and commentary
Attendance September 2022 – March 2023	All – 95.2% SEND Support – 91.79% EHCP – 80.7 EAL – 99.57% Disadvantaged – 93.46 Forces 96.33% Persistence absence 9% Continue with Attendance Reward schemes and letters to parents. Parent Support Worker and Admin Officer supports families at the early stages of concerns. Continue with the home/school parent contract.
Attainment – 2022 Analyse School Performance data Gender	2022 End of KS2 assessments In Reading 70% of boys achieved at least expected standard compared to 48% of girls. Nationally 70% of boys achieved at least expected standard compared to 80% of girls. In Writing 64% of boys achieved at least expected standard compared to 76% of girls. Nationally 63% of boys achieved at least expected standard compared to 76% of girls. In Maths 61% of boys achieved at least expected standard compared to 48% of girls. Nationally 72% of boys achieved at least expected standard compared to 71% of girls.
Disadvantaged Analyse School Performance data	In the 2022 End of KS2 assessments . In Reading 57% of Disadvantaged achieved expected standard. Nationally 80% of Disadvantaged achieved expected standard. In Writing 57% of Disadvantaged achieved expected standard. Nationally 75% of Disadvantaged achieved expected standard. In Maths 57% of Disadvantaged achieved expected standard. Nationally 78% of Disadvantaged achieved expected standard.
SEN	In the 2022 End of KS1 assessments there were no children with an EHCP

Qualitative information

The schools have published various policies on the schools' web site. These policies evidence the schools' commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: 31/3/23

Date for review and re-publication: March 2024

Equality Objectives

Appendix B

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

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

- Parent Voice
- pupil voice through our School Council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

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

Wallisdean Infant School

Objective 1:

To improve attainment of Disadvantaged children compared to National and School Non-disadvantaged children .

Objective 2:

To improve persistence attendance % through the work of our parent support worker

Wallisdean Junior School

Objective 1:

To improve attainment of Girls compared to National and School Boys.

Objective 2:

To improve attainment of Disadvantaged children compared to National and School Non-disadvantaged children .

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Governance

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