



## **Peel Common Junior School Equalities Policy**

(including Equalities 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 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, 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**

Peel Common Junior School is part of the Bridgemary cluster of schools which serve a largely white British community of families in the South of Hampshire. The school has an average of approximately 27% of pupils on the SEN register with a wide variety of needs. In addition to this, approximately 24% of pupils come from services families.

As a school we collect a broad range of qualitative and quantitative information regarding 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 consider the information we have collected about our school, where possible, in the context of national and county information.

## **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 they have a connection with the forces community
- 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 – 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 through pupil conferencing and where appropriate, through the 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 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

**Date approved by the Governing Body:** Autumn 2023

**Date for policy review:** Autumn 2025

## 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:

- parent questionnaires
- involvement of pupils through regular pupil conferencing and through the school council
- staff questionnaires and working parties
- contact with parents representing pupils with particular protected characteristics

The detail of these objectives should also be read in conjunction with the school's current equality information which has informed the development of the objectives.

**Objective 1:** To reduce the attainment gap between disadvantaged and non-disadvantaged pupils without negatively affecting the progress of either group.

**Objective 2:** To ensure that children with SEN make good progress against internal targets and national benchmarks.

### Pupil-related data

Information	Evidence and commentary			
Pupil population by gender	48.59% of the school population are boys 51.41% of the school population are girls			
Free school meals	20.42% of the school population are currently entitled to free school meals of which 37.9% are boys. 20.42% of the school population have been entitled to FSM (Ever 6) of which 37.9% are boys.			
Ethnicity	88.03% of the pupil population are white British			
Service families	18% of the pupil population are members of service families			
Attainment at Year 6 – by gender  Year 6 cohort 2022 – 2023 44 children  (boys – 68%, girls – 32%)	Reading			
	Level	Overall	Girls	Boys
	ARE	80%	88%	77%
	GD	34%	50%	27%
	Writing			
	Level	Overall	Girls	Boys
	ARE	48%	64%	40%
	GD	0%	0%	0%

	<table><tr><th colspan="4">Maths</th></tr><tr><th>Level</th><th>Overall</th><th>Girls</th><th>Boys</th></tr><tr><td>ARE</td><td>73%</td><td>51%</td><td>73%</td></tr><tr><td>GD</td><td>20%</td><td>14%</td><td>23%</td></tr></table>	Maths				Level	Overall	Girls	Boys	ARE	73%	51%	73%	GD	20%	14%	23%
Maths																	
Level	Overall	Girls	Boys														
ARE	73%	51%	73%														
GD	20%	14%	23%														
Attendance by gender 2022 - 2023	Boys 93.85% Girls 94.73%																
Attendance by pupil premium 2022 - 2023	Pupil premium 93.44% not pupil premium 94.59% FSM 90.21% Not FSM 95.19%																
Participation in the school council by gender 2022 - 2023	45% of the school council are boys																
Participation in the school council by family background 2022 - 2023	14.3% of the school council are members of a services family  7% of the school council are currently entitled to or have been entitled to (Ever 6) FSM.																
Participation in residential activities by gender 21- 22 Year 4 23 - 24 Year 6	Year 4 Calshot December 21 33 children attended Boys 39.4% Girls 60.6%  Year 6 Stubbington September 2023 34 children attended Boys 47% Girls 53%																

## Staff data

Information	Evidence and commentary
Gender of workforce as at September 2023	88% of our total school workforce is female.
Race distribution of workforce as at September 2023	100% are white British. This is reflective of our local community.

## Other information

Information	Evidence and commentary
Governor representation as at September 2023	0% Male, 100% Female 100% British White

## Qualitative information

The school has published various policies on the school's website [www.peelcommonjuniorschool.co.uk](http://www.peelcommonjuniorschool.co.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Our school values are

Show kindness and be caring  
Be part of the school community  
Explore and discover the world around us  
Have confidence in ourselves  
Show respect for everyone and everything.

These enable the explicit teaching of aspects of equality and ensure that all members of the school community understand and recognise the value of diversity in enriching our lives.

Assembly topics have included:

- Disability (through Paralympics and individual stories)
- Discrimination (through the stories of Rosa Parks and Martin Luther King)

We embrace our role in promoting diversity and inclusion and our curriculum contains many opportunities to promote tolerance, friendship and an understanding of different cultures. Examples from last academic year include:

- The study of significant people, including the Hidden Figures unit in Year 5 and 6.

**Date of publication: Autumn 2023**

**Date for review and re-publication: Autumn 2025**

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's website.*