

Midhurst C of E Primary School



Equalities policy

SAFEGUARDING AT MIDHURST CofE PRIMARY SCHOOL

Midhurst CofE Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our intention is that children will be safe, secure and happy, and enjoy their time as pupils at this school.

During the writing of this policy due consideration has been given to all relevant aspects of Safeguarding and of children's welfare.

APPROVED (DATE)	NEXT REVIEW DATE
March 2023	March 2024

Approved by – Church Ethos and school policy committee



Vision

At Midhurst CofE Primary School we believe passionately in living life in all its fullness by developing the spiritual and holistic potential of each child. Our distinctively Christian values of kindness, peace, friendship, respect, creativity and forgiveness underpin the education and care we provide for the whole child, their family and school community.

Aims

Our aim is that every child will reach their full potential by:

- learning to read so that they can read to learn.
- having the skills to write with purpose and fluency.
- becoming problem solvers through logic, reason and numeracy.
- knowing how to learn, what sort of learner they are and how they learn best.
- accessing a wide ranging, creative curriculum that is challenging and inspiring and caters for the needs of all.
- gaining knowledge, skills and understanding appropriate to a fast-changing world, so they can be self-reliant, adaptable and lead fulfilling and meaningful lives
- being valued as an individual, who can share their concerns and can grow in confidence knowing their place in their class, their school, their local, national and international communities, wanting to help others and make a positive difference.
- being aware and able to make healthy choices physically and mentally They will choose to keep active and develop positive attitudes to life and well-being.
- understanding that they are responsible for their own actions and take responsibility for them.

At Midhurst CofE Primary School we strive to ensure that the whole school environment is a place that promotes learning, encourages challenge and independence and is as safe as possible. We believe that children should feel secure, happy and valued as unique individuals so their educational, emotional, spiritual and physical needs are met. We expect every child to make good progress and develop their wisdom, knowledge, skills and understanding of the world they live in.

We encourage enthusiasm and motivation across the school, enabling us all to be creative and imaginative in our work. The biblical teachings of Jesus underpin all we do; our priorities and decisions, collective worship, RE and across the curriculum. Our Christian values are alive and in action around the school. Our distinct Christian foundation supports children to cooperate, share and show respect for everyone, regardless of faith, culture or ethnic background and be responsible for their own behaviour.

Midhurst Primary School Equalities Policy

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 WSCC's Equality & Diversity in 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, 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.

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, 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 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 curriculum offer, policies and activities 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. Midhurst Primary School has fewer than 150 staff so the Governing Body is not required to publish information in relation to the staff.

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

Equalities Information

Appendix A

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:

- focus groups
- parent questionnaires
- involvement of the staff governors
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Pupil-related data – this has not been updated for the academic year 2020/21 in line with COVID-19 school closures and therefore no statutory assessments.

Information	Evidence and commentary
Overall attainment 2022 KS2	<p>SEN – 5 chn – Reading 40% (2 chn – 1 GD) Writing - 60% 3 chn -1 GD) Maths – 20% (1 chld) SPAG – 40% (2 chn)</p> <p>PP 3 chn – Reading 0%, (0 chn) Writing 0% (0 chn), Maths 0% (0 chn) SPAG 0% (0 chn)</p> <p>EAL – 1 chld - did not get RWM or SPAG 0%</p> <p>Girls 14 – Reading: 71% 10/14 - 3 GD Writing: 76% 16/21 – 5 GD Maths 50% 7/14 – 1 GD SPAG: 64% 9 /14 – 2 GD RWM – 36% 5/14</p> <p>Boys 17 – Reading: 47% 8/17 – 1 GD Writing: 81% 17/21 2 GD Maths: 59% 10/17 – 2 GD Spag: 53% 9/17 – 0 GD RWM 35% 5/17</p>
Attendance by gender	<p>Whole school attendance 2020 – 2021: 95.88%</p> <p>Boys: 96.39% Girls: 95.36%</p> <p>There is no significant difference by gender.</p> <p>Whole school attendance by gender 2021- 2022: 92.4%</p> <p>Boys: 92.2%</p>

	Girls: 92.6%
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Staff data

Information	Evidence and commentary
Gender of workforce for Sept 2020	90% of our workforce are female and 10% are male
Race distribution of workforce as of July 2020	97% of the workforce are white British. 3% are white 'other'.
Applications by gender in the last 6 months	100% of applications were female
Sexual orientation	The school does not collect data regarding sexual orientation of staff

Equality Objectives Appendix B

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Having referred to and analysed our equality information, we will continue with the following objective in line with the Pupil Premium Strategy:

Objective (Set 2021): To improve the attainment and progress of 'Disadvantaged' children, including those who have additional needs (SEN, EAL). The attainment gap may well have widened due to repeated lockdowns.

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 internet site.