

# **Sparsholt Church of England Primary School**

## **Single Equalities Policy**

(Including Equalities Information and Objectives and Accessibility Plan)

### **Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

At Sparsholt School 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 ensuring that in matters of disability, gender and sexual orientation, race, religion or belief, age, marriage and civil partnership, pregnancy and maternity, and gender reassignment (protected characteristics), pupils, staff, parents and visitors are treated fairly, without prejudice and without discrimination.

This commitment applies to all aspects of school life and is shared by pupils, staff, parents and governors.

Our Single Equality Policy incorporates our policies with regards to race equality, disability and gender in one overarching policy to create a framework for promoting equality and diversity within our school.

### **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 the protected characteristics.

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**

Sparsholt C of E Primary School is a successful village school with 133 pupils taught in 5 mixed age classes.

The school serves the three villages of Sparsholt, Littleton and Crawley which are on the north western fringe of Winchester. Crawley and Sparsholt are rural villages and have some social housing- Littleton the biggest of the three, is more of a suburb of Winchester. Most houses in each village are privately owned. The School has 5.3% of children eligible for free school meals. The ethnicity of the pupils is predominately white British and faiths are predominately Christian. The school recognises that there are pockets of deprivation in all 3 villages.

Our staff are mainly white, British female and because of this, we are very aware of our duty to promote the positive benefits of the multi cultural diversity which is modern Britain and our duty to promote male role models. Therefore, we actively promote black and

Asian role models as currently only 6.3% children are from ethnic minority groups. We have social and educational contact with a local school in a less advantaged area. We also employ a range of male sports coaches across the school year.

The school welcomes traveller children during the summer term.

## **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 – whilst our school is guided by Christian principles, 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 our Duty to achieve:

- 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.

Further information about our legal Duties and about the Equality Act 2010 is given in the Hampshire County Council document 'A governor perspective on the Equality Act 2010'.

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 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 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:**  
**Date Reviewed by the Governing Body:**  
**Date for policy review:**

**Curriculum Committee March 7<sup>th</sup> 2012**  
**Feb 2017**  
**Feb 2018 (up to 4 years permitted)**

## 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.

We have also involved staff through curricula reviews, pupils and parents through annual questionnaires and School Council views are expressed in their minutes.

### Equality Information Sept 2015-July 2016

#### Attainment

The table below shows the number of pupils achieving or surpassing expected attainment where boxes are blank no data is available.

#### Meeting Age Related Expectations

Attainment	KS1 ARE Read		KS1 ARE Writ		KS1 ARE Maths		KS2 ARE Read		KS2 ARE Writ		KS2 ARE Maths	
%	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Boys	<b>100</b> (8 boys)	<b>70</b>	<b>88</b> (8 boys)	<b>59</b>	<b>100</b> (8 boys)	<b>72</b>	<b>78</b> (9 boys)	<b>62</b>	<b>67</b> (9 boys)	<b>68</b>	<b>78</b> (9 boys)	<b>70</b>
Girls	<b>83</b> (12 girls)	<b>78</b>	<b>83</b> (12 girls)	<b>73</b>	<b>92</b> (12 girls)	<b>74</b>	<b>100</b> (6 girls)	<b>70</b>	<b>100</b> (6 girls)	<b>81</b>	<b>100</b> (6 girls)	<b>70</b>
All Pupils	<b>90</b>	<b>74</b>	<b>85</b>	<b>65</b>	<b>95</b>	<b>73</b>	<b>87</b>	<b>66</b>	<b>80</b>	<b>74</b>	<b>87</b>	<b>70</b>
Ethnic Min	<b>100</b> (1 pupil)	<b>74</b>	<b>100</b> (1 pupil)	<b>65</b>	<b>100</b> (1 pupil)	<b>73</b>	<b>100</b> (2 pupils)	<b>66</b>	<b>100</b> (2 pupils)	<b>74</b>	<b>100</b> (2 pupils)	<b>70</b>

## Meeting Greater Depth Expectations

Attainment	KS1 GD Read		KS1 GD Writ		KS1 GD Maths		KS2 GD Read		KS2 GD Writ		KS2 GD Maths	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Boys	<b>25</b> (2 boys)	<b>20</b>	<b>25</b> (2 boys)	<b>10</b>	<b>38</b> (3 boys)	<b>20</b>	<b>56</b> (5 boys)	<b>16</b>	<b>22</b> (2 boys)	<b>11</b>	<b>33</b> (3 boys)	<b>18</b>
Girls	<b>58</b> (7 girls)	<b>27</b>	<b>33</b> (4 girls)	<b>17</b>	<b>25</b> (3 girls)	<b>16</b>	<b>50</b> (3 girls)	<b>22</b>	<b>50</b> (3 girls)	<b>19</b>	<b>50</b> (3 girls)	<b>15</b>
All Pupils	<b>45</b>	<b>24</b>	<b>30</b>	<b>13</b>	<b>30</b>	<b>18</b>	<b>53</b>	<b>19</b>	<b>33</b>	<b>15</b>	<b>40</b>	<b>17</b>
Ethnic Min	<b>100</b> (1 pupil)	<b>24</b>	<b>0</b> (1 pupil)	<b>13</b>	<b>0</b> (1 pupil)	<b>18</b>	<b>100</b> (2 pupils)	<b>19</b>	<b>100</b> (2 pupils)	<b>15</b>	<b>50</b> (2 pupils)	<b>17</b>

### Attendance 2015 etc.

Absence levels                                      School 2.9% national average 4.0%  
 Persistent Absence 15%+                      School 0.0% national average 2.7%  
 Exclusions    0%

Participation student council                  Each year group, except reception, elects a different boy and girl

### 14 pupils : Year 6 What Do I Think Pupil Survey 2016

**Q9. My school helps me to understand about different cultures, faiths and ways of life?**

Always                      85.7%      Hampshire 47.6%  
 Sometimes                14.3%      Hampshire 42.1%

**Q12. My school teaches me about my rights, responsibilities and how to respect people?**

Always                      78.6%      Hampshire 77.6%  
 Sometimes                21.4%      Hampshire 18.9%

**Q13. My school deals with poor behaviour?**

Always                      85.7%      Hampshire 74.6%  
 Sometimes                14.3%      Hampshire 19.1%

**Q14. My school deals with bullying?**

Always                      64.3%      Hampshire 75%  
 Sometimes                28.6%      Hampshire 17.5%

**Q22. If someone is unkind to me, or bullies me, there is an adult in school I can tell who will do something about it?**

Always                      78.6%      Hampshire 78.2%  
 Sometimes                21.4%      Hampshire 15.8%

Date of publication of this appendix:	Feb 2017
Date for review and re-publication:	Feb 2018



## Equality Objective

## 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 characteristics under the Equality Act and having referred to and analysed our equality information, we have set ourselves the following objective:

### **The school's equality objective;**

***“To narrow the gap between attainment of boys and girls in maths, with more boys achieving the higher levels.”***

### Review March 2017:

*Our analysis of data 2015-16 shows that all our boys in KS1 achieved Age Related Expectations and 38% achieved Greater Depth, this was 18% above the national figure. At the end of KS2 78% boys and 100% girls achieved Age Related Expectations and 33% boys compared to 50% girls scored a high scaled score in maths. Our analysis of data 2014-15 shows that our boy's maths KS1 Average Point Score was higher than the girls with both boys and girls achieving higher than the National figures. At the end of KS2 all boys and girls achieved at least a level 4. The gap between level 5 attainment for boys and girls was 3% (boys 60%, girls 63%). This gap is narrower than the national gap of 8%. The school gap (level 5) in 2013-14 was **25%** (boys 33%, girls 58%). The school gap (high scaled score) 2015-2016 **17%**.*

Initial Date of publication:	March 7 <sup>th</sup> 2012
Equality Objective Set:	2015
Date of latest review:	March 2017 ( <i>progress against objective reviewed annually</i> )
Date of re-publication:	March 2019 ( <i>up to 4 years permitted</i> )

**NOTE about reviewing**

*All schools must re-publish equality information contained in Appendix A annually.*

*All schools must review their equality objectives contained in Appendix B four years after publication but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information. However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.*

## Appendix C

## Accessibility Action Plan

This action plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils.

This plan will be reviewed annually in line with the Equalities Policy Equalities Information.

Short Term	1	Improve provision for children with Dyslexia and Dyscalculia	Training for learning support assistants on specific interventions to accelerate progress for pupils	SEN Co to provide weekly training sessions, regular reviews and class tracking files for pupils receiving intervention	Autumn 2015	Progress accelerated for individual pupils
Medium Term	2	Improve availability of written material in alternative forms	School aware of local and County Accessibility Services for converting written information into alternative formats	New Website to provide options of written materials format for parents	Summer 2016	School able to deliver information to all pupils and parents with disabilities
	3	Improve working environment for pupils with visual impairment	Maintain non-slip yellow highlighting paint of external steps.	Seek advice from LA building surveyors where required	Ongoing	VI visitors able to access outside areas
	4	Improve educational experiences for visually impaired pupils	Ensure blinds in all classes are effective	LM & CS to conduct a survey of blinds in school and create plan of replacement in line with school budget	Spring 2016 (ongoing)	Teaching aids, white boards etc, more easily seen & learning experiences of pupils enhanced.
	5	Maintain Safe Access around exterior of school	Ensure that pathways are kept clear of vegetation.	Part of part time caretaker role	Ongoing	Steps are clear of falling leaves and vegetation
Long Term	6	Improvements to help the people with hearing loss	Hearing loop fitted in main reception	Cost of hearing loop (supply, install and train)	2016/2017	Communication improved.

