



Print Name: \_\_\_\_\_

Review Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Governor Approval)

Print Name: \_\_\_\_\_

Approval Date: \_\_\_\_\_

**POLICY CHANGE HISTORY**

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	06/01/15	Approved	RS	SR	Policy rewritten based on Hampshire guidance to replace

					Race equality, Disability Equality and EOP Policy
1.1	08/10/15	Approved	RS	SR	No changes
2.0	03/10/17	Approved	RS	SR	Updated figures
2.1	20/1/17	Approved	AW	SR	Updated pro forma/ supporting evidence and appendix
2.2	29/01/2020	Approved	AW	SK	Updated pro forma/ supporting evidence data
2.3	31/01/2022	Approved	AW	SK	Updated targets / data/ accountability
2.4	26.01.2023		AW		Updated equality targets and data etc.

## **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, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff). Please see our separate Menopause policy for more information on this topic.

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**

Talavera Junior School is in Rushmoor in Hampshire and caters for 7-11 year olds. It is a larger-than-average sized junior school and with the capacity for up to 450 children. The school is situated in the garrison town of Aldershot, and therefore has a highly turbulent population. Our pupils, like all children, deserve the opportunity to be successful regardless of their gender, background, needs or other protected characteristics. As a school, we are dedicated to ensuring the best outcomes for all pupils - academically, socially, emotionally and developmentally.

### **Community Served**

- 54% boys
- 57% girls
- 60% from minority ethnic backgrounds
- 50% English as an Additional Language
- 77% Pupil Premium/ Service Premium (16% FSM and 61% Service Children)
- 21% SEN

## **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
- Whatever their connection with forces community
- Whether they are experiencing or have experienced menopause.

### **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
- Gender (including transgender) - we recognise that girls and boys, men and women have different needs

- 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 individual have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Pupils will not be treated less favourably or experience a detriment as a result of being transgender
- 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
- Menopause - we assert that no members of staff should experience unfair disadvantage due to their experiences of menopause

### **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. We understand that this may mean making adjustments for certain groups or making reasonable changes.

**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. We will work closely with parents and carers to ensure a safe environment for all.

### **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 (this includes by allowing children to discuss work in their first language before sharing ideas with the class and similar situations)
- 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, menopause and sexual orientation).

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

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

### Pupil-related data: SATs 2023

Attainment	% of children who achieved expected (100+) and GDS (greater depth, 110-120)										
	SATs data		Reading		Writing TA		SPAG		Maths		WRM combined

	Expected	GDS	Expected	GDS	Expected	GDS	Expected	GDS	Expected	GDS	Expected	GDS
<b>School</b>			72%	21%	91%	25%	85%	34%	83%	22%	62.9%	11%
Hampshire			74.4%	30.8%	72.6%	14.5%	72%		73.3%	22.6%	60.2%	8.6%
National			72.5%	28.9%	71.5%	13.4%	72.2%		72.9%	23.9%	59%	8%
Average Scaled scores			Reading				SPAG		Maths			
<b>School</b>			103.7				107		104.9			
Hampshire			105.5				104.7		104.1			
National			105.1				104.9		104.2			
Average progress points												
School												
Hampshire												

National											
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### Service Premium

Reading: Expected+: 67%  
 Reading: GDS: 15%  
 Writing: Expected+: 94%  
 Writing: GDS: 23%  
 Maths: Expected+: 79%  
 Maths: GDS: 17%  
 RWM: Expected+: 56%  
 RWM: GDS: 10%

### Disadvantaged pupils

#### Key Stage 2

CONTEXT	Talavera Junior School (2523)		Local Authority - Hampshire		
	Value	Cov.	Value	Gap	Cov.
Cohort	18		3,255	n/a	
Gender (Boys)	44.4%	100.0%	51.4%	-7.0%	100.0%
SEN Support	22.2%	100.0%	24.0%	-1.8%	100.0%
EHCP Statement	0.0%	100.0%	10.4%	-10.4%	100.0%
Ethnicity (BME)	27.8%	100.0%	8.9%	+18.9%	100.0%
Language (EAL)	16.7%	100.0%	6.1%	+10.6%	100.0%
Disadvantaged	94.4%	100.0%	97.3%	-2.9%	100.0%

#### ATTAINMENT & ASSESSMENTS

Subject	Level	Talavera Junior School (2523)		Local Authority - Hampshire	
		Value	Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	=EX/Exp.Std.	55.6%	39.0%		+16.6%
	GDS High Score	16.7%	2.3%		+14.4%
Reading	=Exp.Std.	66.7%	66.8%		-0.1%
	High Score	38.9%	14.2%		+24.7%
Writing (TA)	=EX	83.3%	63.4%		+19.9%
	GDS	27.8%	5.4%		+22.4%
Maths (test)	=Exp.Std.	72.2%	64.0%		+8.2%
	High Score	27.8%	8.9%		+18.9%

#### PROGRESS

Subject	Level	Talavera Junior School (2523)		Local Authority - Hampshire	
		Value	Value	Value	Gap
Reading	Avg. Prog. Score	3.10	-2.00		+5.10
	Conf. Int.	±3.15 -0.05 to +6.25	±0.23 -2.23 to -1.77		n/a
Writing	Avg. Prog. Score	4.97	-1.83		+6.80
	Conf. Int.	±3.04 +1.93 to +8.01	±0.22 -2.05 to -1.61		n/a
Maths	Avg. Prog. Score	2.32	-2.48		+4.80
	Conf. Int.	±2.96 -0.64 to +5.28	±0.21 -2.69 to -2.27		n/a

- see latest data on school website

*NOTE: Care must be taken not to enable the identification of individual pupils or families within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.*

### Qualitative information

- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)
- notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken
- notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns - e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies which deal with relevant equality related issues
- views of the student council
- revision of school curriculum to ensure that it is engaging to all pupils.

The school has published various policies on the school's website. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

The school has also published other information relevant to equalities on the equality pages of the school internet site . This information includes notes of relevant governor and details of current initiatives which the school is undertaking in respect of equalities."

### **Appendix B**

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.

Having referred to and analysed our equality information, we have set ourselves the following objectives:

### **Analysis of previous objectives**

Objective 1:

#### **Attainment:**

**Equality Objective:** To narrow the gap by ensuring good progress for children with SEND and also those children with SEND who are also entitled to Free School Meals.

**Why:** Children with SEND attain below children with SEND nationally, which is true for our school. This is also true of children who have SEND and are entitled to Free School Meals. We would like this progress to accelerate to narrow the gap.

**How:** We are supporting children with SEND and their families. We will monitor progress for children with SEND and any interventions that they take part in. Support and Intervention programmes are targeted at specific children for their needs. Interventions are robust and quality first teaching is always accessed.

**Outcome:** Children with SEND to make good progress from their starting points. In some cases, progress will be measured in small steps towards their goals as identified on assessment tracker. Parents or guardians will be satisfied with their child's progress.

**Analysis:** Exit data from 2022 demonstrates that this target needs to be continued, that our SEND pupils achieve less than the national average. It is worth noting that our SEND pupils (receiving both SEND support and on EHCPs) are at a statistically-increased risk of achieving academically as they are more likely to have comorbidities than the national average (BME, disadvantaged, EAL). Although attainment is lower, progress for SEND pupils of, on average, outstanding.

#### **Attendance:**

**Equality Objective:** To explore any trends with families or children who fall under our 95% attendance rate. Any patterns of absence that raise potential issues for pupils regarding barriers to 100% attendance.

**Why:** We would like to ensure that there are no barriers to attending school.

**How:** Attendance is monitored each term on an individual basis. We need to look at attendance data to see if any groups of pupils have lower than average attendance and consult with their families with the support of our Education Welfare Officer.

**Outcome:** Information gathered will enable us to ensure that any barriers to attendance for groups of pupils and their parents will be explored and solutions to improve the situation sought. Our aim is that pupils have attendance of at least 96%.

**Analysis:** Attendance is strong across the school with clear procedures in place to support pupils and families who are struggling with persistent absence, including home visits made by Senior Leaders and the support of the Education Welfare Officer. We work closely with Children's Services where needed to support pupils in their return to school. Attendance remains a concern nationally and this will continue to be a focus for us to support pupils in their education. Currently, both authorised and unauthorised absences are lower than the national average.

**Equality Objective:** To promote mental health and wellbeing in children with protected characteristics.

**Why:** Most children have dealt with considerable change during the pandemic. Our pupils were taught in smaller class bubbles or remotely. Interaction with their peers and others have been significantly reduced. Some children have suffered bereavements and changes in the family home.

**How:** Staff skills in recognising mental health concerns will be improved through training. There will be a greater emphasis within the taught curriculum and ELSA best practice will be disseminated to all staff.

**Outcome:** 100% of staff will understand the protected characteristics identified in the Equality Act. All staff will have a better understanding of mental health needs and our children are given a bank of strategies to build resilience. All staff will be trained and further CPD accessed which is used to support children.

**Analysis:** Mental health and wellbeing is planned and resourced into each year group's Healthy Relationships curriculum, accessed by all pupils. Wellbeing Weeks are planned for each academic year and wellbeing is discussed throughout our fully-integrated PSHE curriculum. Staff understand the importance of protected characteristics and are supportive of all pupils. Resilience is a focus of our new school values and children are given assemblies and lessons on how to build this character trait. Celebrations of the whole child are carried out by school - such as sporting achievements or experiences outside of school.

### New objectives beginning January 2024

**Equality objective:** To explore any trends with families or children who fall under our 95% attendance rate. Any patterns of absence that raise potential issues for pupils regarding barriers to 100% attendance. We will have a particular focus on the absences of SEND pupils.

**Why:** We would like to ensure that there are no barriers to attending school and that we address the lower attendance rate of SEND pupils.

**How:** Attendance is monitored each term on an individual basis. We need to look at attendance data to see if any groups of pupils have lower than average attendance and consult with their families with the support of our Education Welfare Officer.

**Outcome:** Information gathered will enable us to ensure that any barriers to attendance for groups of pupils and their parents will be explored and solutions to improve the situation sought. Our aim is that pupils have attendance of at least 96%. SEND pupils will be supported to be successful in their school career.

### Attainment:

**Equality objective:** To narrow the gap by ensuring good progress for children with SEND and also those children with SEND who are also entitled to Free School Meals. There is a particular focus on girls who can present as passive.

**Why:** Children with SEND attain below children with SEND nationally, which is true for our school. This is also true of children who have SEND and are entitled to Free School Meals. We would like this progress to accelerate to narrow the gap.

**How:** We are supporting children with SEND and their families. We will monitor progress for children with SEND and any interventions that they take part in. Support and Intervention programmes are targeted at specific children for their needs. Interventions are robust and quality first teaching is always accessed. Our Early Reading curriculum will address specific needs in this area which may prevent pupils from accessing their learning more widely.

**Outcome:** Children with SEND to make good progress from their starting points. In some cases, progress will be measured in small steps towards their goals as identified on assessment tracker. Parents or guardians will be satisfied with their child's progress.

**Safeguarding and wellbeing:**

**Equality objective:** To support the holistic development of all pupils through our wider curriculum, specifically through the provision of Healthy Relationships for pupils in Pangolins who need additional support in order to be safeguarded.

**Why:** We understand our statutory and moral duty to protect all children and will address the needs which Pangolins class have in order to ensure they understand healthy relationships, being safe with others and how to protect themselves.

**How:** Specific planning for this class will give pupils the opportunity to explore how to stay safe around others, built in conjunction with the class lead and SENDCo. Parents will be consulted and the pupils' learning requirements directly addressed.

**Outcome:** All pupils will understand how to keep themselves safe and will be able to protect themselves in a range of situations in which they may find themselves.

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.

Date of publication: 02/02/20 Date for review and re-publication:

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**Accessibility Plan 2022 - 2024**

This audit and plan covers all three main strands of the planning duty:

**1. Physical access- improving the extent to which disabled students are able to take advantage of education and intervention.**

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency exits), internal and external doors, gates, toilets, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, wide doorways, adapted toilets and blinds.

**2. Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.**

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training. Many adjustments to access will be dependent on individual needs.

**3. Information Access to - improving the delivery of information to students with disabilities**

Any students requiring additional support are clearly identified on entry to Talavera Junior School.

**No current accessibility needs.**

**Care Plans in place for individual children.**