



# **The Federation of Mill Hill and Woodcroft Primary Schools Equality Policy**

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**Co-ordinator responsible for the policy in consultation with the staff and governors:**

Head Teachers

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## **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**

Hampshire is a large and diverse county with a population of 1.32 million residents (2011 census), within which there is a mix of urban and rural areas. The majority of the population live in these urban areas, within which there are pockets of deprivation but the deprivation across Hampshire is not evenly spread. The district of Havant has quite different distributions to the rest of Hampshire and even to the South East as a whole, with overall much higher proportions of greater deprivation than may be expected, e.g. Leigh Park area. There is also evidence to support the notion that pockets of potential deprivation may exist in some of the least deprived areas.

The 2011 census shows that 20% of the population nationally are from ethnic communities other than white British, and in recent years there has been an increase in migrant workers, particularly from the European Union. In the South East of England this percentage drops to 15% and only accounts for 5% of the population in the Havant Borough.

The three highest areas of crime in the Havant area are anti-social behaviour, shoplifting and violent crime with the proportion of crime around anti-social behaviour being much higher than the national average. In 2012-2013 there were 776 recorded incidents of violence with injury in the Havant Borough. 44% of the Havant population are aged between 25 and 65, with 37% of the population being younger than 25. The main religious group is Christian (59.2%) which is broadly in line with the national picture. A higher proportion of the Havant population describe themselves "no religion" – 32.3% for Havant compared to 24.7% nationally.

### **Mill Hill Primary School**

Within the Hampshire context, Mill Hill Primary School has its own unique features.

- The Index of Multiple Deprivation based on Autumn 2017 census ranks the school in the county (26 out of 422). Nationally the school is ranked 12,313 out of 32,844 placing the school in the bottom third nationally. Deprivation across Hampshire is not evenly spread and there are a significant number of pockets of deprivation identified within the Havant ward. There are slightly more boys than girls which is reflected in some of the cohorts in particular. 53% of the cohort being boys (99 children) and 47% being girls (87 children). The school caters for mainly white British children with 6.98% (13 children) being from other ethnic groups and also have English as an additional language. As of January 2020, 25.83% (39 children) are eligible for Free School Meals; 30% (46 children) have been identified by the school as having Special Educational Needs. Mobility of learners has been identified as an issue for the school with the school having only 67.3% stability compared to the national average of 85.9%.

### **Woodcroft Primary School**

Within the Hampshire context, Woodcroft Primary School has its own unique features.

The Index of Multiple Deprivation based on Autumn 2019 census ranks the school in the lowest 4% of the county. Deprivation across Hampshire is not evenly spread and there are a significant number of pockets of deprivation identified within the Havant ward. Woodcroft is ranked 11<sup>th</sup> out of 425 Schools in Hampshire. (*source: January 2020 Census*) There is a fairly even split between boys and girls with 46.7% being boys (78 children) and 53.3% being girls (89 children). 6.5% of children (11 children) have been identified as having a background from any other ethnic group other than white British. The school has 10 children with English as an additional language. 47.3% of pupils are eligible for Free School Meals and 22.8% have been identified by the school as having Special Educational Needs with 3 of these children having an Educational Health Care Plans. The school has a higher than national average of turbulence, having 74.1% stability compared to the national average of 85.9%.

## **Principles**

To fulfil our legal obligations, we are guided by a number of key 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 the forces community
- Whatever 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. For policies and activities affecting pupils, we will take account of views expressed at school council and through lessons; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups through such activities such as questionnaires or focus 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 Federation 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 Headteachers for both schools are 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 reassignment, 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 pupil governors*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

### Pupil-related data

Information Evidence and commentary for Mill Hill Primary School

- Attainment in the Foundation Stage 2019 – a good level of development
- School 74.1% compared to 71.8% nationally
- Attainment at the end of Key Stage 1 2019-

|              | <u>Reading</u> | <u>Writing</u> | <u>Maths</u> |
|--------------|----------------|----------------|--------------|
| All          | 77.8%          | 66.7%          | 77.8%        |
| All national | 74.9%          | 69.2%          | 75.6%        |
| Girls        | 8/9            | 7/9            | 7/9          |
| Boys         | 6/9            | 6/9            | 7/9          |

- Attainment at the end of Key Stage 2 2019-

|              | <u>Reading</u> | <u>Writing</u> | <u>Maths</u> |
|--------------|----------------|----------------|--------------|
| All          | 59.1%          | 72.7%          | 59.1%        |
| All national | 73.2%          | 78.5%          | 78.7%        |
| Girls        | 9/10           | 10/10          | 5/10         |
| Boys         | 6/12           | 6/12           | 8/12         |

- Attendance by gender 2018-19: whole school 95.4%. 95.3% female and 95.6% male
- Rate of exclusions 2018-19: Fixed term = 6 sessions
- Rates of bullying/harassment/behaviour related incidents 2018-19; Nil returns
- Number of racist incidents recorded – 1 incident of name calling

Evidence and commentary for Woodcroft Primary School

- Attainment at the end of Key Stage 1 2019-

|              | <u>Reading</u> | <u>Writing</u> | <u>Maths</u> |
|--------------|----------------|----------------|--------------|
| All          | 75%            | 71%            | 68%          |
| All national | 74.9%          | 69.2%          | 75.6%        |
| Girls        | 88%            | 88%            | 82%          |
| Boys         | 55%            | 45%            | 45%          |

• Attainment at the end of Key Stage 2 2019-

|              | <u>Reading</u> | <u>Writing</u> | <u>Maths</u> |
|--------------|----------------|----------------|--------------|
| All          | 48%            | 67%            | 48%          |
| All national | 73.2%          | 78.5%          | 78.7%        |
| Girls        | 38%            | 77%            | 23%          |
| Boys         | 57%            | 57%            | 71%          |

- Attendance by Gender 2018-2019: Girls 94.1% Boys 94.2% whole school 94.2%
- Above 95% attendance 2018-2019: 59% of children; 48% of these are boys and 52% are girls
- 95% attendance or below 2018-2019: 41% of children; 53% of these are boys and 47% are girls
- Rate of exclusions 2018-2019: Fixed term = 31: Fixed term sessions = 56
- Rates of bullying/harassment/behaviour related incidents 2018-2019: 2
- 11% (approx. 20 children) attend breakfast club on a regular basis. Breakfast club is provided by support staff.

**Staff data**

As a Federation we have less than 100 staff, therefore the Governing Body has decided not to publish information in relation to their staff. We recognise the requirement to have information on the characteristics of the workforce to enable the impact of policies and practices on particular characteristics to be determined resulting in a decision being made about whether objectives need to be set in relation to the workforce.

**Other information**

The Governor representation as at January 2020 is 8% male, 92% female with 100% being white British.

**Qualitative information**

The Federation has published various Policies on their respective School's internet sites:

<http://www.millhillprimary.co.uk/about-us/policies>

<http://www.woodcroftprimary.co.uk/statutory/policies>

These Policies evidence the Federations' commitment to the principles outlined in this Policy and the Public Sector Equality Duty. The Federation has also published other information relevant to equalities on the equality pages of the schools internet sites - Mill Hill Primary School: [www.millhillprimary.co.uk](http://www.millhillprimary.co.uk) and Woodcroft Primary School: [www.woodcroftprimary.co.uk](http://www.woodcroftprimary.co.uk).

This information includes notes of relevant Governor and staff meetings and details of current initiatives which the Federation is undertaking in respect of equalities.

## **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, gender, gender reassignment, 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 student council*
- *staff survey*
- *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:

Objective: To ensure attainment at the end of each key stage (Foundation, Key Stage 1 and Key Stage 2) narrows the gap between national averages and between boys and girls.