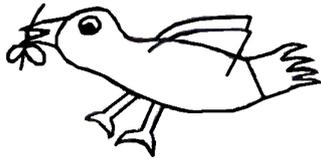


# Mengham Infant School

## School Equalities Policy



Mengham Infant School,  
St. Mary's Road,  
HAYLING ISLAND.  
PO11 9DD  
Telephone: 023 9246 2470  
e-mail: [adminoffice@mengham-inf.hants.sch.uk](mailto:adminoffice@mengham-inf.hants.sch.uk)

**Mengham Infant School**  
**where a happy child is a learning child**

**Approved by Board:** July 2009  
**Review:** Annually  
**Reviewed:** 23.03.16

# **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**

We are a school in Hampshire and come under the district of Havant. We are an island of which 87% is urban and 13% is rural. The Island has a population of around 17,175 (March 2012). From information available from Havant Borough Council about the spread of ethnicity within the whole Borough, 93.1% are White British with the remaining 6.9% being BME (as of 2009). This is reflective of the school population.

Mengham Infant School is ranked according to the indices of multiple deprivation at 63 within Hampshire County Council primary schools, where 1 is the most deprived and 426 is the least deprived. Nationally, Mengham Infant School is ranked 15,408 out of 32,482 primary schools (October 2011).

We do collect equality information which is referenced in Appendix A.

### **Principles**

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families, volunteers and staff are of equal value

We see all pupils, potential pupils, their parents and carers, volunteers 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 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, volunteers, 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, volunteers, 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, volunteers, 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

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 or review of policies, we will ensure that the School Equality Policy is taken into account. We will also engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. 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 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
- Our policies and practice in relation to the site and premises

### **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/carers, volunteers and others in the following ways:

- Hayling Island Focus Group
- Haying Island Heads
- parent questionnaires, drop-in sessions, breakfast club
- involvement of the student council
- staff surveys/meetings/workshops
- contact with parents/carers representing pupils with particular protected characteristics
- contact with the local community (childminders, pre-school settings, schools, out of school club, Children's Centre, nurse service, oral health, health visitors, speech therapists, churches, Horticultural Society)
- disability organisations (occupational therapy, NASEN, asthma aware, Children's Services, parent partnership etc)

## Pupil-Related Data

**BME being Black & Minority Ethnic**

**WB being White British**

Information	Evidence and Commentary
Attainment in reading by gender 2013/14	Level 3 Boys 24% Girls 51% Level 2A+ Boys 60% Girls 70% Level 2+ Boys 96% Girls 97%
Attainment in writing by gender 2013/14	Level 3 boys 16% Girls 27% Level 2A+ Boys 28% Girls 52% Level 2+ Boys 88% Girls 100%
Attainment in maths by race 2010/11	Level 2B+ BME 100% WB 90%
Attendance by gender 2013/14	Girls attendance 95.8% Boys attendance 95.4%
Participation in after school clubs by disability as at January 2015	99% of pupils attending after school clubs are not disabled and 1% of pupils attending are disabled (1 child out of 101)
Participation in School Council by gender 2013/14	50% of school council is girls 50% of school council is boys School councillors are voted for by the children

## Other Information

Information	Evidence and commentary
Attendance at parent consultation sessions 2014/15 (October 2014)	97.4% of parents attended
Governor representation as at January 2015	44.5% Male 55.5% Female We have proportionately more women than men on the governing body. 11% BME 89% British White Ethnic representation is representative of our community. Governor advert specifies that we seek governors from as many different backgrounds as possible.
Volunteers within the school as at January 2015	30% Male 70% Female 30% parent volunteers 70% community volunteers 10% BME

## Qualitative Information

The school publishes various policies on the school's website [www.mengham-inf.hants.sch.uk](http://www.mengham-inf.hants.sch.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

**Date of publication of this appendix:** January 2015

**Date for review and re-publication:** March 2018

**Review Period:** Annually

## 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 re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

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

- Hayling Island Focus Group
- parent questionnaires, drop-in sessions, breakfast club
- involvement of the student council
- staff surveys/meetings/workshops
- contact with parents/carers representing pupils with particular protected characteristics
- contact with the local community (childminders, pre-school settings, schools, out of school club, Children's Centre, nurse service, oral health, health visitors, churches, Horticultural Society)
- disability organisations (occupational therapy, NASEN, asthma aware, children's services, parent partnership etc)

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

We will aim to narrow the gap between boys and girls in reading and writing through gender specific interventions.

**Date of Publication:** 23<sup>rd</sup> March 2016

**Date for Review and Re-publication:** March 2020

**Review Period:** 4 Yearly

**Progress Report:** Annually on School Website  
([www.mengham-inf.hants.sch.uk](http://www.mengham-inf.hants.sch.uk))