

# Portway Junior School Equality Policy

## 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, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (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

Portway Junior School is in Andover 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 416 children, the majority of whom are from White British backgrounds. The school is situated near to the British Army Landforces Headquarters and therefore attracts a number of pupils from military families. 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

- 55% boys
- 45% girls
- 16% from minority ethnic backgrounds
- 12% English as an additional language

- 33% Pupil Premium
- 13% Service Premium
- 15.6% SEN
- 4.4% EHCP

## **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 sex
- Whatever their 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 understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- 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 individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – 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 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.

As the school employs less than 150 staff, 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

**Date approved by the Governing Body:** June 2023

**Date for policy review:** June 2027

*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.*

## 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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or 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

### Pupil-related data

| Attainment: % of children who achieved expected (100+) or greater depth (101-120) |         |         |      |       |              |         |
|---|---------|---------|------|-------|--------------|---------|
|   | Reading | Writing | SPaG | Maths | RWM Combined | Science |
| School  | 80      | 66      | 77   | 82    | 63           | 76      |
| Hampshire   | 74      | 72      | 72   | 73    | 60 (2022)    |         |
| National  | 73      | 71      | 72   | 73    | 59           | 80      |
| Average Scaled Scores   |         |         |      |       |              |         |
|   | Reading | Writing | SPaG | Maths |              |         |
| School  | 105     |         | 106  | 105   |              |         |
| National  | 105     |         | 105  | 105   |              |         |

The data we are able to publish are presented below. As a school, we carefully track all pupils in order to ensure that they are performing at least as well as their peers and are taking full advantage of the learning and extra-curricular opportunities provided by the school.

| Information                   | Evidence and Commentary              |               |
|-------------------------------|--------------------------------------|---------------|
| Number of pupils<br>2022-2023 | 409<br><br>Boys – 227<br>Girls – 182 |               |
| Attainment by gender          |                                      |               |
| Reading attainment by gender  | Achieving EXS                        | Achieving GDS |

|   |  |   |
|---|--|---|
|   | Girls – 89%<br>Boys – 69%  | Girls – 33%<br>Boys – 22%   |
| Writing attainment by gender  | Achieving EXS<br><br>Girls – 68%<br>Boys – 49%   | Achieving GDS<br><br>Girls – 4%<br>Boys – 2%  |
| Maths attainment by gender  | Achieving EXS<br><br>Girls – 85%<br>Boys – 80%   | Achieving GDS<br><br>Girls – 22%<br>Boys – 24%  |
| Reading Writing Maths combined  | Achieving EXS<br><br>Girls TBC<br>Boys TBC   | Achieving GDS<br><br>Girls TBC<br>Boys TBC  |
| <b>Attainment of pupils (not including pupils with SEND) compared with attainment of pupils with SEND</b> |  |   |
| Reading   | Achieving EXS - 71%<br><br>Whole school non SEND – 89%<br>SEND support – 60%                         | Achieving GDS - 0%<br><br>Whole school non SEND – 32%<br>SEND support – 1%                            |
| Writing   | Achieving EXS - 7%<br><br>Whole school non SEND – 78%<br>SEND support – 29%                          | Achieving GDS - 0%<br><br>Whole school non SEND – 4%<br>SEND support – %                              |
| Maths   | Achieving EXS - 57%<br><br>Whole school non SEND – 91%<br>SEND support – 62%                         | Achieving GDS - 43%<br><br>Whole school non SEND – 27%<br>SEND support – 36%                          |
| Reading Writing Maths combined  | Achieving EXS - 7%<br><br>National average for non SEND –<br>National average for SEND Support – 20% | Achieving GDS - 0%<br><br>National average for non SEND – %<br>National average for SEND support – 1% |

| Attainment of pupils (not including Pupil Premium children) compared with attainment of pupils entitled to Pupil Premium funding |  |   |                     |     |                    |     |               |     |
|--|--|---|---------------------|-----|--------------------|-----|---------------|-----|
| Reading  | Achieving EXS - 65%<br><br>National average for non-disadvantaged – 68%<br>National average for disadvantaged – 60%  | Achieving GDS - 20%<br><br>National average for non-disadvantaged – 34%<br>National average for disadvantaged – 15% |                     |     |                    |     |               |     |
| Writing  | Achieving EXS - 50%<br><br>National average for non-disadvantaged – 66%<br>National average for disadvantaged – 58%  | Achieving GDS - 0%<br><br>National average for non-disadvantaged – 7%<br>National average for disadvantaged – 5%    |                     |     |                    |     |               |     |
| Maths  | Achieving EXS - 40%<br><br>National average for non-disadvantaged – 66%<br>National average for disadvantaged – 39%  | Achieving GDS - 60%<br><br>National average for non-disadvantaged – 22%<br>National average for disadvantaged – 59% |                     |     |                    |     |               |     |
| Reading Writing Maths combined   | Achieving EXS - 45%<br><br>National average for non-disadvantaged –<br>National average for disadvantaged – 44%  | Achieving GDS - 0%<br><br>National average for non-disadvantaged – %<br>National average for disadvantaged – 3%     |                     |     |                    |     |               |     |
| <b>Attendance by gender</b>  | Girls – 96.2%<br>Boys – 95.9%  |   |                     |     |                    |     |               |     |
| <b>Participation in the School Council</b>   | Girls – 13 girls<br>Boys – 13 boys<br><br><b>(School Councillors at Portway Junior School are democratically elected by pupils on an annual basis)</b>   |   |                     |     |                    |     |               |     |
| <b>Participation for 2021/22 of Pupil Premium Children in:</b>   | Percentage of uptake:<br><table border="1" data-bbox="699 1360 1808 1474"> <tbody> <tr> <td>Sports competitions</td> <td>tbc</td> </tr> <tr> <td>After school clubs</td> <td>tbc</td> </tr> <tr> <td>Music Lessons</td> <td>tbc</td> </tr> </tbody> </table> |   | Sports competitions | tbc | After school clubs | tbc | Music Lessons | tbc |
| Sports competitions  | tbc  |   |                     |     |                    |     |               |     |
| After school clubs   | tbc  |   |                     |     |                    |     |               |     |
| Music Lessons  | tbc  |   |                     |     |                    |     |               |     |

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|--|--|

NB: Data noted in blue TBC when available

| Information                             | Evidence and Commentary  |
|---|--|
| Governor representation as at June 2023 | 85% Female<br>15% male<br><br>100% White British – this is representative of our community |

Staff Data As the school employs less than 150 staff, the governing body is not required to publish information in relation to the staff.

### 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.

### 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:



| <p><i>A tick to identifies which statutory duty/equality legislation the planned action is meeting</i><br/> <i>R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief</i></p> |   |   |    |   |     |  | Outcome   | Actions                            | Timescale  | Responsibility |
|---|---|---|----|---|-----|--|---|------------------------------------|--|----------------|
| R   | D | G | SO | A | R/B |  |   |                                    |  |                |
| ✓   | ✓ | ✓ | ✓  | ✓ | ✓   | Pupils throughout the school are aware of a variety of differences between individuals   | Ensure the PSHE curriculum develops pupils' learning and understanding of racial differences, religious beliefs and disabilities.   | September 2023                     | HT/DHT/PSHE leader manager/classroom staff                                       |                |
| ✓   | ✓ |   |    |   |     | Children with significant learning disabilities, and those from different cultural backgrounds, have access to individual support and an appropriately differentiated and sensitive curriculum focused on healthy relationships in order to be appropriately safeguarded | Ensure that planning is carefully thought out and support is provided to appropriate individuals so that they are able to fully explore and engage in the topic material being discussed and develop a good awareness of how to stay safe in the context of healthy relationships with others. Consult with parents where appropriate and provide suitable support for individual pupils. | Summer term – annually             | PSHE Leader, Year Leaders, Class teachers, SENDCo.                               |                |
| ✓   | ✓ | ✓ |    | ✓ | ✓   | Attendance rates are similar between all protected groups  | Analyse the full attendance figures for all groups and identify any patterns and actions that arise   | Termly                             | HT / FSW / Senior Admin Assistant, reporting to Governors                        |                |
| ✓   | ✓ | ✓ |    | ✓ |     | All pupils, regardless of race, gender and disability receive quality first teaching and make good progress.   | To continue to monitor attainment and progress of pupils by race, gender and disability and act on any trends or patterns in the data that indicate additional support is required for pupils.  | Ongoing through regular data drops | SLT & Year Leaders through Pupil Progress Meetings and data reports to governors |                |
| ✓   | ✓ | ✓ | ✓  | ✓ | ✓   | Incidents of bullying, racist incidents, gender bias behaviour are low and are effectively addressed   | Using CPOMS reporting and LA Annual/Termly Returns identify any recurring issues or evidence of weak culture of equality or specific triggers internally, in the community or wider world. Address any issues within the school community through whole school / year group assemblies, the behaviour policy and individual circumstances.  | Termly                             | SLT, Year Leaders, PSHE Lead, Inclusion Team                                     |                |
| ✓   | ✓ | ✓ | ✓  | ✓ | ✓   | The curriculum is diverse and representative of the family dynamics and cultural backgrounds of the pupils at Portway Junior.  | To adapt the curriculum content/topics to reflect positive representations of cultural diversity and diverse family groups within the community and wider society. Ensure that all pupils have access to books and reading material that reflect the wide variety of cultural and societal diversity.   | September 2023                     | SLT – Year Leaders/class teachers to look at curriculum for their year group     |                |

**Date of publication of this appendix:** June 2023

**Date for review and re-publication:** June 2024

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.*