

# HARESTOCK PRIMARY SCHOOL

## STATUTORY DOCUMENT

### Equality STATEMENT (including Information and Objectives)

Date: Spring term 2016

Review Date: Spring term 2020

#### **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.

#### **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).

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**

This averaged sized school is situated in Harestock near to Winchester, The proportion of pupils eligible for free school meals is below national average. Most pupils are of white British heritage and very few are at the early stage of learning of English. The proportion of pupils at SEN support or with an EHC plan is below national average. The range of needs include pupils with speech and language difficulties, physical difficulties and autism. The school has above national average levels of turbulence. We currently have 18.7% of children from a forces family.

Children with protected characteristics are monitored at Harestock. 80% of the school roll are White British, 9% from other white backgrounds. 15% of children speak English as an additional language with 12 languages spoken at home.

#### **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
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is 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 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 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**

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. Our named governor for Equality is Kelsie Learney.

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: 21.3.16**

**Date for policy review: March 2020**

**Equality information contained in Appendix A: March 2017**

**Equality objective progress: March 2017**

## 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 and others in the following ways:

- *parent questionnaires*
- *involvement of the student council and other pupil responsibilities*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*
- *young interpreters scheme*
- *curriculum activities*

### Pupil-related data

- Specific Raise online pages

- Attendance data for Sept 2015 – July 2016

Pupil group	Total for the year
Year R	96.8
Year 1	96.4
Year 2	97.2
Year 3	95.8
Year 4	96.4
Year 5	97.1
Year 6	97.0
Ethnic Minority	96.4
Boys as whole school each month	96.6
Girls as whole school each month	96.7
SEN as school each month	95.0
FSM as school each month	94.7
EAL as school each month	96.45
Service children as school each month	97.2

- There was 1 exclusion in the academic year 2014-5 (1 male), and 2 exclusions in the academic year 2015-16. There have been no exclusions so far in the academic year 2016-17.
- There were no reported racial incidents.
- At Harestock staff, parents and children do their best to work together to create a climate where bullying does not occur. In the exceptional circumstances of very bad behaviour or bullying, the school's anti-bullying policy is followed. Our bullying logs are updated by class teachers and monitored each term by SLT. On most occasions there has been no reported incidents each term.
- There is a school council; each class nominates two pupils to attend the Council meetings and feedback is given to the class. Eight house captains in Year 6 are chosen by the Year 5/6 children each year.
- We have ten children who are part of Hampshire's Young Interpreter's scheme who assist other learners across the school.
- Parent survey results from July 2016 ( analysed by 'age' of the child (whether Infant or junior aged))
  1. My child is happy at this school 98% strongly agree or agree
  2. My child feels safe at this school 100% strongly agree or agree
  3. My child makes good progress at this school 98% strongly agree or agree
  4. My child is well looked after at this school 98% strongly agree or agree
  5. My child is taught well at this school 96% strongly agree or agree
  6. My child receives appropriate homework for their age 83% strongly agree or agree
  7. This school makes sure its pupils are well behaved 94% strongly agree or agree
  8. This school deals effectively with bullying 62% strongly agree or agree  
(of the 38% who did not say agree, 37% did not know)
  9. This school is well led and managed 96% strongly agree or agree
  10. This school responds well to any concerns I raise 92% strongly agree or agree
  11. I receive valuable information from the school about my child's progress 96% strongly agree or agree
  12. Would you recommend this school to another parent? 100% strongly agree or agree

## Information

### Attainment in English and maths 2015-16

### KS2 SAT results

#### **Pupil Premium (13 children)**

	Reading	Writing	Maths
ARE	57%	64%	21%
Progress	0.53	-1.19	-4.55

#### **SEN support (3 children)**

	Reading	Writing	Maths
ARE	0%	0%	0%
Progress	-3.02	-9.56 (2 ch)	-7.45 (2 ch)

#### **EAL (5 children)**

	Reading	Writing	Maths
ARE	43%	71%	71%
Progress	0.97	0.65	2.63

#### **Boys (15 children)**

	Reading	Writing	Maths
ARE	69%	75%	44%
Progress	1.29	0.85	-2.59

#### **Girls (25 children)**

	Reading	Writing	Maths
ARE	57%	75%	43%
Progress	2.44	0.3	-2.39

Participation in the school council (Autumn 2016)  
by EAL, Pupil Premium and SEN pupils

11% of the School Council are EAL  
11% of the School Council are Pupil Premium  
22% of the School Council are SEN  
**These roles are voted for by the children and not all children apply.**

Participation in Extra Curricular activities eg Sports Clubs, Music tuition by Pupil Premium and SEN pupils (Autumn 2016)

64% of EAL pupils participate in extracurricular activities (increased from last year)  
54.9% of Pupil Premium pupils participate in extracurricular activities  
42% of SEN pupils participate in extracurricular activities (increased from last year)  
**All children have access to extra-curricular activities which are held before school, at lunch time and after school.**

Participation in enrichment activities during the school day by FSM, Pupil Premium and SEN pupils

100% of EAL pupils participate in enrichment activities  
100% of Pupil Premium pupils participate in enrichment activities  
100% of SEN pupils participate in enrichment activities

Attendance at Y6 Residential visit 2015-16 by FSM, Pupil Premium and SEN pupils

83% of EAL pupils in Year 6 attended the Y6 residential visit  
100% of Pupil Premium pupils in Year 6 attended the Y6 residential visit  
100% of SEN pupils in Year 6 attended the Y6 residential visit

Percentage of pupils receiving House points:  
100% of EAL children  
100% of Pupil Premium children  
100% of SEN pupils

Pupil responsibilities (School council; Librarians; Young Interpreters; Play leaders, Young Interpreters)  
by EAL, Pupil Premium and SEN pupils

Percentage of children who applied to have pupil responsibility Autumn term 2016  
45% are EAL children  
22% are Pupil Premium children  
10% are SEN pupils (increased from last year)

## **Other information**

### **Information**

Attendance at parents evenings by EAL, Pupil Premium and SEN pupils parents (Nov 2016)

### **Evidence and commentary**

Parents of EAL pupils had a 84.6% attendance rate  
Parents of Pupil Premium pupils had a 100% attendance rate (increased from last year)  
Parents of SEN pupils had a 55% attendance rate

Volunteers (by any capacity) by parents of pupils by EAL, Pupil Premium and SEN pupils Autumn 2016

We had 62 volunteers during this time  
Of these 11% are parents of EAL children  
Of these 14% are parents of Pupil premium children  
Of these 14% are parents of SEN children

Governor representation as at Spring term 2017

We have proportionately more men than women on the governing body in comparison with the staff group.

		Percentage of governors
Gender	Male	36
	Female	64
Age	18 – 30	0
	31 – 50	64
	51 – 65	27
	65 +	9
Race	White British	100
	Other	0
Disability	Yes	0
	No	100

The school has published various policies on the school's internet site ([www.harestock.co.uk](http://www.harestock.co.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:** Spring term 2017

**Date for review and re-publication:** Spring term 2018



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).

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

Objective 1: Raising attainment and progress of vulnerable groups so the gap between these groups and other pupils is continually reduced. The objective will be in 2 parts:

**a) School focus (FSM; pupil premium, SEN, EAL) (and sex, with respect to gender differences in outcomes and curriculum delivery)**

This objective is monitored and reported each term to the governing body for discussion. Cohort group gaps are discussed with class teachers each term as part of Pupil Progress meetings when specific children are identified for further intervention, in the classroom or by withdrawal. Teachers have in mind the gender balance or imbalance of their year groups when planning to ensure curriculum objectives are as accessible as possible to ensure outcomes are as high as possible.

**b) Protected characteristics (Age, disability, race, religion and belief, sex)**

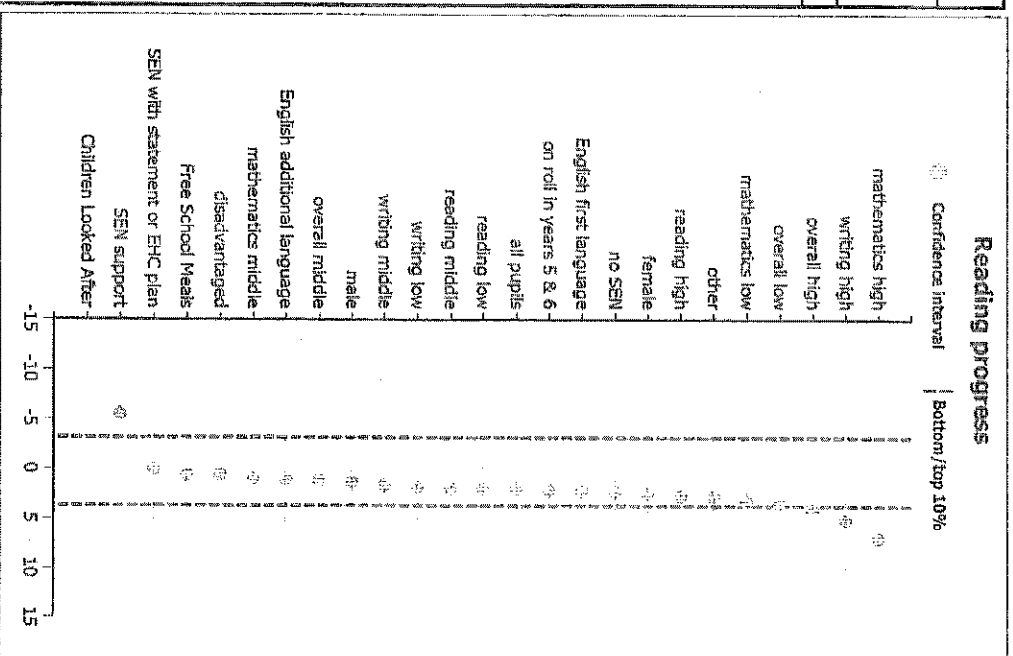
The school ensures that the age group of children does not disadvantage their opportunity even though some aspects of the curriculum are specific to certain year groups (such as Residential trip, swimming lessons and trip to London). We do not discriminate based on these characteristics and ensure that children have the same (or similar) opportunities to other children.

**Date of publication:** Spring term 2016

**Date for review (Spring 2017) and re-publication:** Spring term 2020

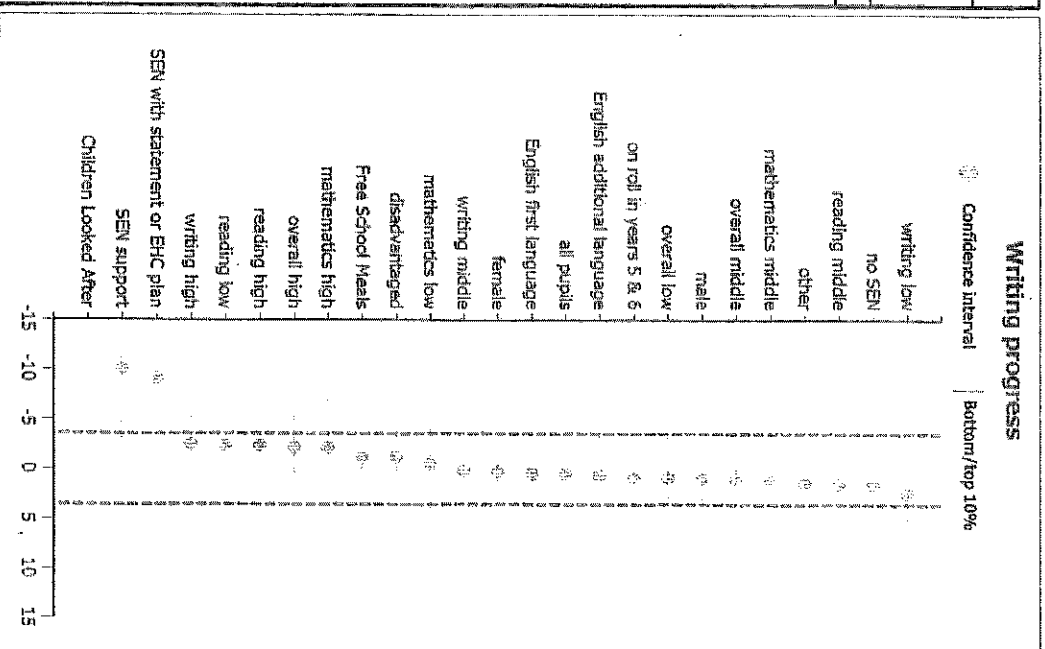
KS2 reading test 2016

	Reading progress		Reading attainment					
	Cohort	Score	Scaled score 100+	High scaled score	Average score	Sch Nat		
all pupils	40	2.04	61	66	18	19	102.4	102.6
male	15	1.31	69	62	13	16	101.7	101.8
female	25	2.47	57	70	21	22	102.8	103.4
disadvantaged	13	0.58	57	72	0	23	99.1	103.8
other	27	2.74	63	72	27	23	103.9	103.8
Free School Meals	13	0.58	57	72	0	23	99.1	103.8
Children Looked After	0	-	-	-	-	19	-	102.6
SEN with statement or EHC plan	2	0.07	0	66	0	19	88.0	102.6
SEN support	1	-5.54	0	66	0	19	82.0	102.6
no SEN	37	2.35	68	74	20	22	103.7	103.8
on roll in years 5 & 6	36	2.11	61	67	16	19	101.7	102.8
English first language	35	2.18	65	66	19	19	102.8	102.6
English additional language	5	1.03	43	66	14	19	100.0	102.6
Prior attainment								
overall low	7	3.48	25	17	0	1	94.3	93.0
overall middle	26	1.09	62	64	12	10	101.2	101.2
overall high	7	4.12	100	95	57	46	113.1	109.1
reading low	5	2.03	17	18	0	1	91.6	93.2
reading middle	30	1.93	63	64	13	9	102.1	101.2
reading high	5	2.69	100	97	60	49	112.6	109.6
writing low	10	1.83	27	23	0	2	94.6	94.4
writing middle	26	1.65	69	72	15	16	102.9	102.8
writing high	4	5.07	100	98	75	58	115.8	110.8
mathematics low	6	3.21	29	15	0	1	93.5	92.8
mathematics middle	29	0.95	62	65	10	13	101.4	101.7
mathematics high	5	6.92	100	95	80	48	116.6	109.2



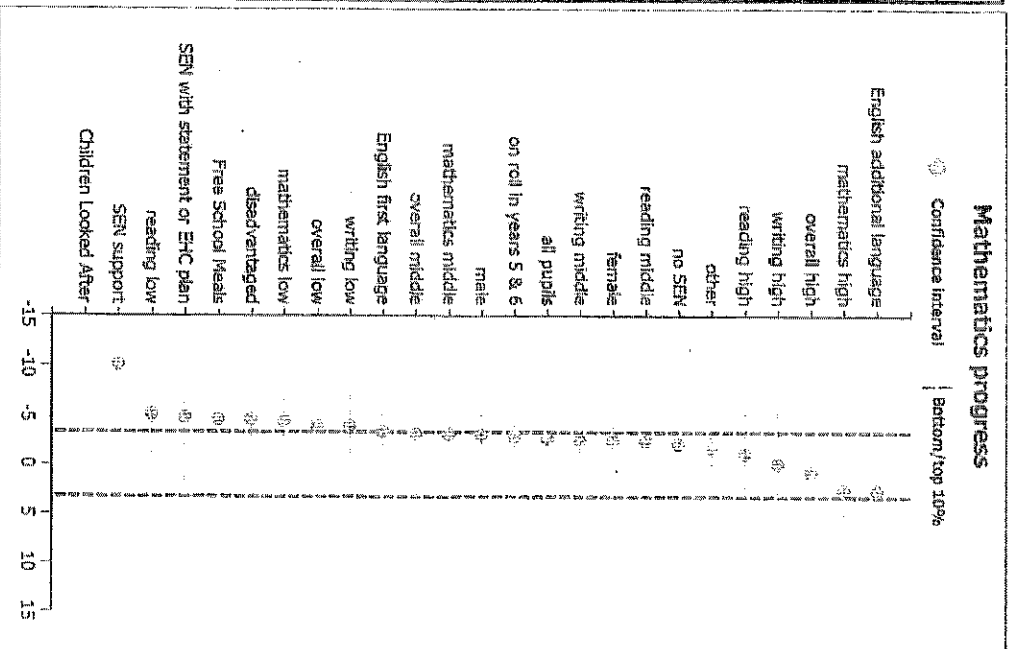
KS2 writing teacher assessment 2016

	Writing progress		Writing attainment					
	Cohort Score	National comparator type	Expected standard + School %	National %	Greater depth School %	National %		
all pupils	41	0.48	44	all	75	74	5	15
male	15	0.83	16	same	75	68	6	11
female	26	0.28	28	same	75	81	4	19
disadvantaged	14	-1.21	14	non	64	79	0	18
other	27	1.36	30	same	80	79	7	18
Free School Meals	14	-1.21	14	non	64	78	0	18
Children Looked After	0	-	0	non	-	74	-	15
SEN with statement or EHC plan	2	-9.10	2	all	0	74	0	15
SEN support	2	-10.09	2	all	0	74	0	15
no SEN	37	1.57	40	same	83	84	5	17
on roll in years 5 & 6	37	0.81	38	same	76	75	5	15
English first language	36	0.46	37	all	76	74	5	15
English additional language	5	0.63	7	all	71	74	0	15
Prior attainment								
overall low	8	0.83	8	same	50	20	0	0
overall middle	26	1.09	26	same	77	76	4	6
overall high	7	-2.18	7	same	100	97	14	39
reading low	6	-2.36	6	same	33	21	0	0
reading middle	30	1.52	30	same	80	77	3	7
reading high	5	-2.34	5	same	100	98	20	40
writing low	11	2.39	11	same	64	25	0	0
writing middle	26	0.13	26	same	77	82	4	11
writing high	4	-2.48	4	same	100	99	25	54
mathematics low	7	-0.54	7	same	43	19	0	0
mathematics middle	29	1.18	29	same	79	76	3	9
mathematics high	5	-2.13	5	same	100	97	20	40



KS2 mathematics test 2016

Mathematics progress	Cohort	Score	Mathematics attainment			
			Scaled score 100+	High scaled score	Average score	Sch Nat
all pupils	41	-2.59	43	7	98.3	103.0
male	15	-2.95	44	0	97.8	103.3
female	26	-2.38	43	11	98.6	102.8
disadvantaged	14	-4.54	21	0	94.4	104.1
other	27	-1.58	53	10	100.1	104.1
Free School Meals	14	-4.54	21	0	94.4	104.0
Children Looked After	0	-	-	-	-	103.1
SEN with statement or EHC plan	2	-4.76	0	0	85.0	103.0
SEN support	2	-10.04	0	0	81.0	103.0
no SEN	37	-2.07	48	8	99.8	104.1
on roll in years 5 & 6	37	-2.84	42	5	97.6	103.2
English first language	36	-3.32	38	5	97.5	103.0
English additional language	5	2.63	71	14	102.8	103.0
<b>Prior attainment</b>						
overall low	8	-3.91	0	0	88.6	94.5
overall middle	26	-3.10	38	0	97.8	101.8
overall high	7	0.82	100	43	109.1	108.7
reading low	6	-5.03	0	0	86.5	95.6
reading middle	30	-2.35	40	3	98.6	102.1
reading high	5	-1.12	100	40	108.0	108.1
writing low	11	-3.89	9	0	90.4	96.2
writing middle	26	-2.43	46	4	99.3	103.3
writing high	4	-0.06	100	50	109.8	109.3
mathematics low	7	-4.39	0	0	87.7	93.4
mathematics middle	29	-3.04	41	0	98.1	102.0
mathematics high	5	2.53	100	60	111.4	109.7



### Basic characteristics trend

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.

	2014	2015	2016	20th percentile	40th percentile	60th percentile	80th percentile
<b>Number on roll</b>							
School	277	268	268				
National	263	269	275	4	140	212	278
							413
							1,387
<b>% girls</b>							
School	51.6	51.9	54.9				
National	49.0	49.0	49.0	0.0	46.2	48.2	49.9
							51.9
							100.0
<b>% of pupils known to be eligible for free school meals (FSM)*</b>							
School	22.0	25.0	22.4				
National	26.6	26.0	25.2	0.0	9.0	15.2	23.9
							38.3
							85.9
<b>% of pupils from minority ethnic groups</b>							
School	15.7	17.1	21.7				
National	29.7	30.7	31.6	0.0	5.3	9.8	18.0
							43.0
							100.0
<b>% of pupils first language not / believed not to be English</b>							
School	11.2	10.7	13.0				
National	18.8	19.5	20.1	0.0	1.2	3.6	8.6
							25.3
							100.0
<b>% of pupils with SEN support</b>							
School	-	17.5	14.6				
National	-	13.0	12.1	0.0	6.8	9.7	12.6
							17.0
							100.0
<b>% of pupils with an SEN statement or EHC plan</b>							
School	-	3.4	2.6				
National	-	1.4	1.3	0.0	0.3	0.8	1.2
							2.0
							23.8
<b>% stability</b>							
School	77.1	77.8	77.0				
National	85.9	85.9	85.7	27.6	79.0	84.4	88.3
							92.2
							100.0
<b>School deprivation indicator</b>							
School	0.12	0.12	0.10				
National	0.24	0.24	0.21	0.02	0.09	0.14	0.20
							0.29
							0.69