Hollybrook Infant and Junior Schools

Equality Policy

(Including Equalities Information and Objectives)

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever-changing world around us. We want to empower children to be independent, resilient, creative, collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

Date Policy Written/Reviewed:	March 2022
Reviewed by:	Marcella Dobson
Review Frequency:	3 yearly Policy Annually for appendices
Next Review:	March 2028 Policy October 2025 Appendices

Approved by: _____(Headteacher)_ **Date:_____**

Governor signature: _____ Date:_____

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 collect equality information and this can be referenced in the appendices of this statement.

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 they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status

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

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 local 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. This policy will be reviewed by the local governing body in conjunction with its equality objectives every four years.

The school leader 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 and others in the following ways:

- parent questionnaires
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil-related data - The Hollybrook Schools

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	FSM	Not White British	1st language not English	SEN	SEN Support	EHCP	Looked After Child
R	56	24	32	11	10	26	31	10	11	2	1
1	60	29	31	7	7	34	23	8	8	2	0
2	59	26	31	10	10	25	25	3	3	1	0
3	63	30	33	20	19	25	17	8	7	2	1
4	59	34	25	14	13	27	21	6	9	4	1
5	59	30	29	13	13	32	25	8	7	1	1
6	57	30	27	12	12	34	27	3	6	3	0

Infants

Ethnic Group	No of Boys	No of Girls	% Pupils
African Asian	1	1	1.14
Any Other Asian Background	2	3	2.9
Any Other Ethnic Group	1	0	0.5
Any other Mixed Background	2	3	2.9
Any Other White Background	2	3	2.9
Bangladeshi	2	2	2.3
Black - African	8	7	8.7
Black -Ghanaian	2	0	1.14
Chinese	1	0	0.5
Filipino	1	0	0.5
Greek	0	1	0.5
Indian	9	5	8.7
Gypsy-Roma	1	0	0.5
Pakistani	1	2	1.74
White-British	36	53	52
White – any other background	2	0	1.14
White and any Other Ethnic Group	1	1	1.14
White and Asian	1	4	2.9
White and Black African	2	3	2.9
White and Black Caribbean	2	0	1.14
Not yet Obtained	1	0	0.5
White European	2	3	2.9
White Other	1	2	1.74
All -173	80	93	

Juniors

Ethnic Group	No of Boys	No of Girls	% Pupils
African Asian	0	3	1.74
Any Other Asian Background	5	4	5.2
Any Other Ethnic Group	1	5	3.5
Any other Mixed Background	2	0	1.14
Any Other White Background	11	14	14.5
Bangladeshi	3	1	2.3
Black - African	13	6	10.9
Chinese	2	2	2.3
Black north American	0	1	0.5
Indian	8	9	5.2
Not Yet Obtained	0	0	0
Pakistani	6	1	4.1
White - British	62	58	69.1
White and Asian	7	6	7.5
White and Black African	2	2	2.3
White and Black Caribbean	0	1	0.5
White Eastern European	1	0	0.5
White European	1	1	2
White Other	0	0	0
All -238	124	114	100%

Further Performance Data can be found in the Statutory Information section on our Website.

The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

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).

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

Objective 1:	**The equality objectives will be monitored:**
To increase the number of boys achieving ARE+ in writing by the end of the year	Data will show that a higher percentage of boys across the federation have achieved age related expectations or greater depth Children are beginning to use more ambitious vocabulary within their writing Pupil conferencing with the boys shows that they are enjoying writing lessons more consistently Book Looks demonstrate that boys are using editing skills to develop their writing
Evaluation:	
Objective 2:	**The equality objectives will be monitored:**
To proactively address any use of derogatory action, including language, that is aimed at a pupil's protected characteristic, specifically, Gender and Ethnicity.	Pupil conferencing about any incidents that have taken place. Documentation review following incidents that have happened. Evidence of the work completed by the anti-bullying ambassadors showing that the school is proactively addressing the use of derogatory action, including language, aimed at a pupil's protected characteristic.
Evaluation:	

Date of publication: October 2024

Date for review and re-publication: October 2025

Review of 2023 - 2024 Objectives

<table>
<tr><td>Objective 1:</td><td>The equality objectives will be monitored:</td></tr>
<tr><td>To increase the number of boys achieving ARE+ in writing by the end of the year</td><td>Data will show that a higher percentage of boys across the federation have achieved age related expectations or greater depth
Children are beginning to use more ambitious vocabulary within their writing
Pupil conferencing with the boys shows that they are enjoying writing lessons more consistently
Book Looks demonstrate that boys are using editing skills to develop their writing</td></tr>
<tr><td>Evaluation:</td><td>This target was not achieved in any year group – the percentage of boys achieving ARE+ in their writing stayed the same or lessened.
Pupil conferencing demonstrated that the boys found writing trickier and it hurt their hand when they wrote for long periods. A number of them said that to improve their writing they needed to improve their handwriting and spelling, rather than the content of their writing. This objective will be adjusted as writing is part of the school development plan this year and we want the boys to make the necessary improvements.</td></tr>
<tr><td>Objective 2:</td><td>The equality objectives will be monitored:</td></tr>
<tr><td>To ensure children with SEND make continual progress from their starting points in reading</td><td>Children with SEND are bringing their reading passport to school more consistently
Children with SEND are engaging with reading more successfully across all year groups
Learning walks demonstrate progress within reading for children with SEND</td></tr>
<tr><td>Evaluation:</td><td>The children with SEND made good progress from their starting points over the course of the year. The following percentage of children with SEND achieved ARE+.
<table>
<tr><td>Year group</td><td>R</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr>
<tr><td>ARE+ percentage</td><td>33%</td><td>90%</td><td>47%</td><td>51%</td><td>18%</td><td>25%</td><td>42%</td></tr>
</table>
Children with SEND did engage more with reading passports and this will continue to be a focus for the current academic year.</td></tr>
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