

## Townhill Infant School



### School Equality Policy 2023-2026

Including quality 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 be the best they can 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 with regard to age (applicable only to staff), disability, race, gender reassignment, 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**

Townhill Infant School is located in the centre of Townhill Park estate on the outskirts of Bitterne on the east side of Southampton. The school opened in 1971. The school is in a unique position within the city as the border between Hampshire and Southampton runs through the school carpark. Therefore, our catchment is varied taking from both Southampton and Hampshire. The school is a 3 form entry infant one but will temporarily become 2 form entry for the academic year 2021- 2022. This is due to the regeneration of Townhill Park which has seen over 450 dwellings

demolished and only 50 rebuilt. This has affected families living within the catchment area needing school places and until these homes are rebuilt the numbers on roll will be affected. The school performs well when compared to all schools nationally for all children for the last 10 years. Those children who are Pupil premium (based on the last national 2018/19 data) when compared to PP children nationally are higher in reading, broadly in line in writing and below in Maths.

## **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 or 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 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 concerning their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Sex (including Gender Reassignment – 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 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 resulting from 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. We aim to reduce inequalities that exist between groups and communities different from each other.

#### **6. We consult and involve stakeholders 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 opinions expressed at the 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.

#### **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 Head teacher 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 curriculum and lessons
- support pupils in their class who have additional needs

#### Incidents

Incident	Number of sessions in 2020-21	Number of sessions in 2021-22	Number of sessions in 2022-2023
Exclusions	0	0	0
Bullying	0	0	0
Racial	0	1	0

#### Pupil-related data Pupil Information – Townhill Infant school

School	Boys	Girls	SEND	No SEND	EHCP	PP	No PP
185 (including Nursery)	104	81	38 ( not Nursery)	147	3	60 ( not Nursery)	125

#### Ethnicity

#### Home language

White British	124	English	152
Any other White background	23	Akan	1
White and Black African	3	Bulgarian	2
Black African	12	Chinese	1
Any other mixed background	6	Gujarati	1
White and Black Caribbean	3	Hungarian	3
Black Caribbean	2	Igbo	2

Any other Asian background	4	Malay	2
Indian	2	Malayalam	1
African Asian	1	Polish	5
White and Asian	2	Portuguese	1
Pakistani	2	Romanian	4
Any other ethnic background	1	Russian	2
		Sirhala	1
		Telugu	1
		Turkish	1
		Turkmekmen	1
		Ukrainian	1
		Urdu	1
		Yoruba	1

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

We recognise that the public sector equality duty has three aims:

- 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, 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):

Key objective	Key tasks	Responsibility	Review
To further develop strategies and opportunities that will prepare children for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community	-To ensure that Vision and values are shared in assemblies -To ensure that diversity is celebrated in assemblies -Audit resources and ensure enough multi-cultural resources are used effectively to support throughout the curriculum -Development of cross curricular links	Senior Leadership Team Year Leaders Class teachers	September 26

	<p>throughout the curriculum to reflect the diversity in both our school and the wider community.</p> <ul style="list-style-type: none"> <li>-Mental health woven more directly into SMSC curriculum so that children know how they can ensure good mental health, know where to go for help if things start to go wrong or become difficult</li> <li>-CPD for staff to develop an understanding of mental health within children</li> <li>-New role for a family support teaching assistant with responsibility for ELSA and working to support families with a wide range of issues for example attendance, support with access to services, behaviour.</li> <li>-Identify a governor to monitor SMSC and equality plan in school through visits.</li> </ul>		
<p>To reduce the number of days SEND miss school so that their attendance matches that of all pupils nationally.</p>	<p>Weekly phone calls to SEND parents to say attendance has declined and find out reasons why.</p> <p>Issue 3 weekly letters or plans to address poor attendance with parents and say when attendance has improved.</p> <p>Attendance officer to provide to head teacher attendance figures for any SEND children below 90% every Friday.</p> <p>Fortnightly reviews of all SEND children's</p>	<p>Senior Leadership Team Attendance officer Parents</p>	<p>September 26</p>

	<p>attendance to track and highlight any concerns  Offer SEND children funded breakfast and after school clubs.  Meetings between parents and HT to remove barriers and improve attendance  Use fines and penalty notices for regular non attendance.</p>		
<p>To secure outcomes for SEND pupils that are broadly in line with SEND pupils nationally in all core subjects.</p>	<ul style="list-style-type: none"> <li>-SLT to monitor the progress of SEND pupils through</li> <li>- 2 x half - termly monitoring of SEN tracker</li> <li>- fortnightly work scrutiny of core subjects</li> <li>--Provision mapping</li> <li>-Access to extended provision through interventions</li> <li>- half -termly Pupil progress meetings to track progress and identify further actions</li> <li>-Use of catch up funding</li> <li>-To monitor SEND attendance and secure improvement through attendance action plans</li> <li>- CPD for teaching assistants from SENCO's and year leaders to improve the effectiveness of teaching and learning (use essential eight from trust teaching and learning handbook)</li> <li>- Whole school focus through Performance management targets for teachers to improve outcomes for SEND children</li> <li>-Well planned and reviewed interventions</li> </ul>	<p>Senior leadership team  Teachers</p>	<p>September 26</p>

	that lead to clear progress and therefore diminished differences - nominated governor to monitor PP action plan and equality plan in school through visits.		
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Policy date- September 2023

Review September 2024