

Equalities Policy

Spring 2020



Peter Main

Considered by Governors

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Ratified by Governors

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Review

February 2022



Learn more... Do more... Be more...

1 Rationale

- 1.1. We recognise our duties under the Equality Act 2010 as both a provider of education and as an employer.
- 1.2. We believe that all students 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 students, staff, governors and parents/carers.
- 1.3. This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.
- 1.4. For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

- 1.5. 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).
- 1.6. 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.
- 1.7. 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

- 1.8. Priestlands is a mixed, semi-rural 11-16 comprehensive school with 1242 (January 2019) students on roll. Our roll includes many highly articulate and intelligent students as well as those with special educational needs, including students with emotional and behavioural difficulties. Analysis of the current KS3 cohort data (CATs, SATs, reading and spelling screening) show conflicting information. Although performance in KS2 SATs is broadly in line with the national average, the proportion of students with low reading and spelling ages is increasing significantly, suggesting that students are able to succeed at KS2 despite poor literacy. Cross-phase liaison indicates that this trend is likely to continue. Improving students' literacy skills during key stages 3 and 4 will be crucial if we are to raise overall standards.
- 1.9. Priestlands School is located in Pennington, Lymington, between the New Forest and the Solent and serves the communities of Pennington and Lymington, Brockenhurst, Sway, Milford-on-Sea, South Baddesley, Beaulieu and other outlying villages. The communities of Lymington and Pennington include households of great affluence and, contrary to external perceptions, significant numbers of households facing social and economic deprivation. Pennington itself has been identified as a pocket of deprivation. Pennington's rank as one of the most deprived wards in Hampshire is primarily related to the education, employment, income and child poverty domains.

- 1.10. In comparison with the rest of the New Forest, the 1991 Census shows Pennington includes:
- a high proportion of households with no car;
 - a higher percentage of persons in a lone parent household;
 - a higher percentage of persons in rented accommodation;
 - a higher percentage of households with three or more children;
 - a higher percentage of households with elderly people living alone.
- 1.11. Southampton and South West Hampshire Health Authority indices show a higher than local average mortality rate.
- 1.12. Living in a pocket of poverty in an area of relative or perceived wealth worsens the effects of social exclusion due to difficulties of access to services and employment and impact on health.

Characteristic	Total	Breakdown
Number of students	1242	Female 620; Male 622
Number of staff	151	73.9% female (75%) 26.1% male (25%) 0% disabled
Number of governors	13	54% female 46% male 0% disabled
Religious character		Non-denominational
Attainment on entry		Broadly above average
Stability of school population*	92.7%	National average is 91.5%
Pupils eligible for FSM	9.82%	National average is 28.5%
Deprivation factor**	0.1	National average is 0.2
Pupils from a minority ethnic background	5.63%	National average is 29.5%
Staff from a minority ethnic background	4.9%	
Pupils who speak English as an additional language	2.73%	National average is 26.3%
Pupils with SEN (including statements)	14.25%	National average is 10.7%
Average attendance rate	95%	

*percentage of students who stay in the school for the whole year.

**a measure of socio economic status calculated from national census using 7 factors.

2 Principles

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

2.1.1 All students, families and staff are of equal value

We see all students, potential students, 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 (for the Priestlands community, this particularly includes those of Traveller or Gypsy origin)
- 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 socio-economic background

2.1.2 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 students 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 or students should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

2.1.3 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**

2.1.4 We observe good equalities practice in relation to staff

We will 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).

2.1.5 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.

2.1.6 We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including students who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting students, 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.

2.1.7 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.

2.1.8 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.

2.1.9 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.

3 Application of the Principles within this Policy Statement

3.1 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 student 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 students, their families and staff
- Our policies and practice in relation to student behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

4 Addressing Prejudice and Prejudice-related Bullying

4.1 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 students are recorded and dealt with appropriately.

5 Roles and Responsibilities

- 5.1. The Board of Governors 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.
- 5.2. 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.
- 5.3. 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 students in their class who have additional needs

APPENDIX A Equalities Information

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, students, parents and others in the following ways:

- student focus groups
- questionnaires issued annually to parents, students and staff
- involvement of the student council
- contact with parents representing students with particular protected characteristics

Student-related data (2019 GCSE results)

Measure	All students	Boys	Girls	Pupil Premium
Cohort size (Class of 2019)	247	125	122	39
Progress 8	0.24	0.22	0.26	-0.36
Achievement 8	53.2	53.5	52.7	39.13
EBacc Entry	27%	31%	36%	15%
EBacc Standard Passes	24%	20%	29%	12%
EBacc Strong Passes	18%	16%	21%	8%
English and Maths Standard	76%	78%	74%	51%
English and Maths Strong	54%	60%	48%	28%

Student-related data (Priestlands 2018-19; national 2018-19)

Measure	All students	Boys	Girls	Pupil Premium	SEN
Cohort size	1261	645	616	259	169
		51.1% (50.2%)	48.9% (49.8%)	20.53% (27.7%)	13.5% (12.5%)

Whole school:	All students	Boys	Girls	Pupil Premium	SEN
Overall absence	5.0% (5.2%)	5.15% (5.2%)	4.8% (5.2%)	7.5% (7.8%)	7.95% (8.1%)
Persistent absence (10%+)		12.1% (12.8%)	11.2% (12.7%)	16.21% (22.8%)	22.48% (22.2%)
(Priestlands 2018-19; national 2017-18)					
Permanent exclusions	0.15% (0.2%)	0.15% (0.3%)	0.16% (0.10%)	0.38% (0.5%)	1.18% (0.50%)
1+ fixed term exclusion	8.6% (10.13%)	13.17% (13.9%)	3.89% (6.33%)	19.69% (24.93%)	30.77% (28.33%)

Staff data (1 Sept 2018 – 31 August 2019)

Measure	All staff	Male	Female	Black & Minority Ethnic	Disabled
Cohort size	164	45	119	3	0
Teachers	87	30	57	2	0
Support Staff	77	15	62	1	0
Number of teachers in promoted posts	41	11	30	0	0
Number of staff taking paternity leave	2	2		0	0
Number staff taking maternity leave	8		8	1	0
Number returning after maternity leave	8	0	8	1	0

Numbers of staff from black & minority ethnic groups are low, but broadly reflect the school's student population.

Measure	All staff	Aged 20-30	Aged 30-40	Aged 40-50	Aged 50-60	Aged 60+
Cohort size	164	19	41	39	53	12

Details of any grievances lodged by protected characteristic
No grievances have been lodged by any member of staff since records have been kept (2005)

Sexual Orientation
This information will not be published because low numbers may make it possible for individuals to be identified

Religion and belief
We do not collect this information from staff

Board of Governors (January 2020)

Measure	All governors	Male	Female	Black & Minority Ethnic	Disabled
Cohort size	13	6	7	0	0

Measure	All governors	Aged 20-30	Aged 30-40	Aged 40-50	Aged 50-60	Aged 60+
Cohort size	13	0	0	5	7	1

Date of publication of this appendix: February 2020

Date for review and re-publication: February 2021

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

APPENDIX B Objective

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

OBJECTIVE 1

To reduce the achievement gap between Pupil Premium students and their peers so that they achieve in line with all students nationally and achieve a progress 8 score greater than or equal to 0.

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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.