Leesland C of E Federation

Leesland C of E Federation Equality Policy (including Equality Information and Objectives)

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"Two Schools, One Vision"

Approval By:	Full Governing Body
Review Frequency:	4 years
Last Reviewed:	January 2024
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Review Approved (signature): EXECUTIVE HEADTEACHER

ON BEHALF OF GOVERNORS

Date Approved: 9th January 2024

Contextual information and objective review annual update approved: 9th January 2024

*Through our core Christian values, we aim to create an environment in which everybody feels **loved** enough to aspire to greatness, **respected** enough to build a community locally and globally, and **gracious** enough to include everyone on our journey to achieve a bright future for everyone.*

Leesland C of E Federation Equality Policy (including Equality 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.

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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.

Local Context
Gosport:
From the most result census data (2021)

* In 2021, 1.2% of Gosport residents identified their ethnic group within the "Black, Black British, Black Welsh, Caribbean or African" category, up from 0.7% in 2011. The 0.5 percentage-point change was the largest increase among high-level ethnic groups in this area. Across the South East, the percentage of people from the "Black, Black British, Black Welsh, Caribbean or African" ethnic group increased from 1.6% to 2.4%, while across England the percentage increased from 3.5% to 4.2%. In 2021, 95.3% of people in Gosport identified their ethnic group within the "White" category (compared with 96.4% in 2011), while 1.5% identified their ethnic group within the "Mixed or Multiple" category (compared with 1.3% the previous decade).The percentage of people who identified their ethnic group within the "Asian, Asian British or Asian Welsh" category increased from 1.3% in 2011 to 1.4% in 2021.

* 48.4% of Gosport residents reported having "No religion", making it the most common response in this local authority area (up from 32.8% in 2011). Because the census question about religious affiliation is voluntary and has varying response rates, caution is needed when comparing figures between different areas or between censuses. Across the South East, the percentage of residents who described themselves as having "No religion" increased from 27.7% to 40.2%, while across England the percentage increased from 24.8% to 36.7%. In 2021, 44.6% of people in Gosport described themselves as Christian (down from 58.8%), while 5.1% did not state their religion (down from 6.7% the decade before).

Please refer to data regarding Leesland specific, pupil level equality information in Appendix A. This data is updated annually, in the Autumn Term.

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

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- 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, respect and celebrate 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,

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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 our schools have less than 150 staff, the Governing Body are not required to publish information in relation to our staff, and therefore are only required to publish pupil-related data.

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:

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- 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
Leesland C of E Federation 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

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.

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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).

In reviewing our Statement, we will involve staff, pupils, parents and others in the following ways: -

- questionnaires
- involvement of Leesland Leaders (School Council)
- staff surveys
- contact with parents/carers
- contact with local community and disability organisations.

Pupil-related data

Updated 2nd January 2024

Number of pupils:

Year Group	Cohort size	Boys	Girls	Free School Meals (ever 6)	English an Additional Language	Education, Health & Care Plan	Looked After Children	Service children
Year R	60	33	27	12	3	0	0	1
Year 1	54	29	25	12	2	1	0	0
Year 2	63	36	27	19	3	3	0	2
Year 3	63	22	41	20	1	0	0	3
Year 4	79	45	34	33	5	5	0	2
Year 5	83	43	40	29	5	2	0	5
Year 6	82	55	27	37	5	1	0	3
Totals	484	263	221	162	24	12	0	16

From published attainment data in 2023

Key Stage 1 Outcomes: % Achieving Age Related Expectations or Greater

	Reading	Writing	Maths
All pupil	72%	59%	69%
Males	72%	43%	62%
Females	73%	68%	73%
FSM	53%	37%	58%
Not FSM	81%	69%	74%
Pupil Premium	59%	46%	64%
Not Pupil Premium	80%	67%	72%
EAL	100%	100%	100%

Key Stage 2 Outcomes: % Achieving Age Related Expectations or Greater

	Reading	Writing	Maths
All pupil	73%	68%	63%
Males	63%	61%	61%
Females	85%	77%	64%
FSM	74%	63%	51%
Not FSM	72%	72%	70%
Pupil Premium	74%	65%	54%
Not Pupil Premium	71%	71%	71%
EAL	67%	100%	100%

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From our internal data about behaviour incidents, bullying and exclusions 2022-3 academic year:

	Infant School	**Junior School**
Racist Incidents	**0 reported incident**	**7 reported incidents:** 100% male 100% White British 14% SEND Examples: Mimicking accent Use of derogatory/racist/offensive language (black; brown, n*****) Stating to a Ukranian child that Russia should win the war and Putin is good.
Homophobic/sexist Incidents	**0 reported incidents**	**3 reported incidents :** 100% male 100% White British 50% SEND Examples: Use of 'gay' in a derogatory way Talk of support for Andrew Tate Calling someone a 'nonce'.
Fixed term suspensions	**1 pupil received fixed term suspensions for a total of 3 incidents:** Male White British SEND Significant disruptive behaviour	**2 pupils received fixed-term suspensions for a total of 11 incidents:** 50% male 50% female 100% White British 100% SEND Physical assault to adults Physical assault to pupils Significant disruptive behaviour

Date of publication of this appendix: January 2024

Date for review and re-publication: January 2025

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

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Equality Objectives Appendix B

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

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- 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).

In reviewing our Statement, we will involve staff, pupils, parents and others in the following ways: -

- focus groups
- questionnaires
- involvement of Leesland Leaders
- staff surveys
- contact with parents,
- contact with local community and disability organisations.

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

1. Raise attainment of FSM pupils in Reading, Writing and Maths at the end of Key Stage 1
2. Raise attainment of all groups of pupils in Maths, and FSM pupils in Writing at the end of Key Stage 2
3. Develop the role of diversity education across the federation to ensure curriculum represents all groups in our community, educated against prejudice, celebrating differences, cultures and uniqueness.

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