



St John the Baptist Church of England Primary School

<p>Equalities Policy (including Equalities Information and Objectives)</p>	
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Appendices date due for review:	January 2025

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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, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (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

Equality information from the national census for the district of Winchester and the county of Hampshire is included in appendix C.

As a school, our pupil population has 10% of our pupils ascribing as Gypsy Roma or Traveller status, including Showmen.

As at October 2023:

234 children on the school roll

34 of them taking free school meals

41 of them eligible for Pupil premium

4 of them Services children

27 of them having ethnicity other than White British

23 of them being GRT or S

2 of them speaking English as an additional language

31 of them receiving SEND support

13 of them with an EHCP for SEND needs

1 of them looked after by a local authority (in care)

3 of them previously in care

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
- Whatever their 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 speak English as a first language
- Whether or not they are a refugee or other displaced person

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.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.

- 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.
- Marriage and civil partnership – 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.

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

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *pupil voice groups*
- *parent questionnaires*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*

Pupil-related data

Information	Evidence and commentary
Attendance for GRT and S children vs not GRT and S children	For 22-23 academic year – 90.7% vs 94.8% For Aut 23 - 91.8% vs 95.6% The gap for the Autumn term 2023 is 3.8% with GRT and S attending less well. Last academic year overall the gap was 4.1%. Last autumn term the gap was 5%.
Attainment in English at Y6 of GRT and S children vs not GRT and S children	There were 3 GRT children in the 2022-23 cohort and 2 of them achieved expected standard in reading (66%) and one of them achieved it in writing (33%). None of them achieved a greater standard. This compares in line to the non GRT and S children, of whom 60% achieved expected standard in reading and 27.5% achieved a greater depth standard.

Attainment in Maths at Y6 of GRT and S children vs not GRT and S children	None of the three GRT and S children in the cohort achieved age related expectation in Maths. Among the rest of the cohort, 60% achieved age related expectation in Maths and 5% achieved a greater depth standard.
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Staff data

The school has fewer than 150 staff and does not therefore publish any data on this group.

Qualitative information

“The school has published various policies on the school’s website www.stjohnthebaptistprimary.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: *January 2024*

Date for review and re-publication: *January 2025*

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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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- **staff survey**
- **staff INSET days**
- **pupil voice groups**
- **annual parent survey**
- **attainment and attendance data analysis**

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

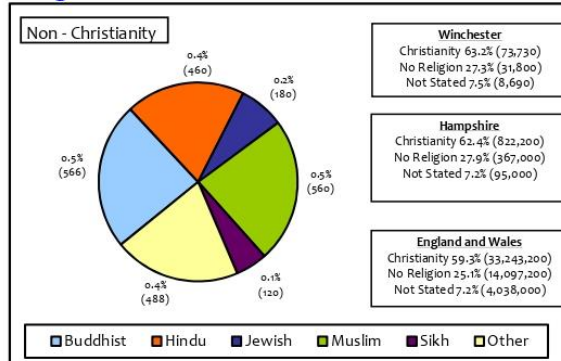
Objective 1:

Ensure that attendance, and attainment in English and Math is equal to that of their peers for children of GRT and S heritage.

2011 Census Equality and Diversity Profile Winchester

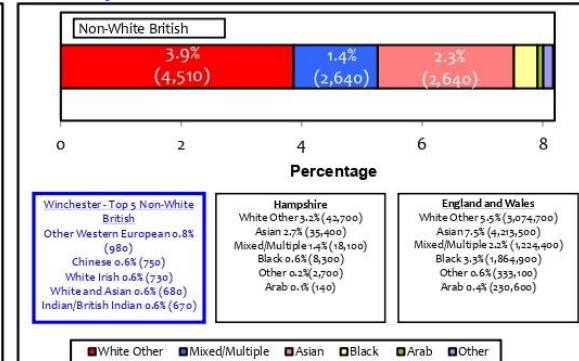


Religion



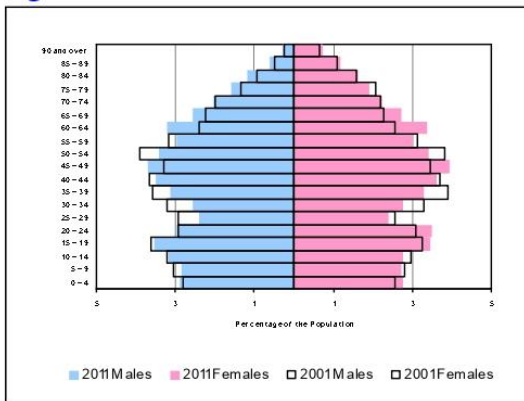
Christianity remains the largest religion in Winchester at 63.2%. Buddhist is the next biggest religion at 0.5% followed closely by Muslim (0.5%) and Other (0.4%). A large percentage said that they had no religion (27.3%), whilst 7.5% did not state any religion at all.

Ethnicity



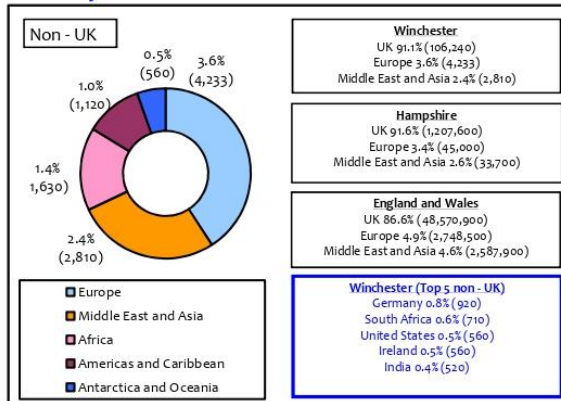
91.8% of Winchester's resident population are 'White - British'. Those in other ethnic groups account for 8.2%. The ethnic group 'White Other' accounts for 3.9% including White Irish individuals, amongst others. The Asian ethnic group accounts for 2.3% encompassing Indian ethnicity, with others.

Age Structure



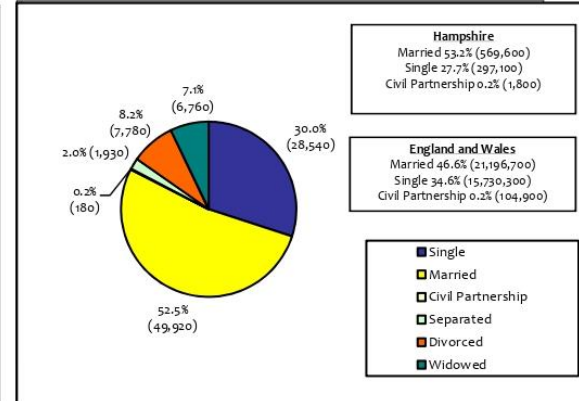
Between 2001 and 2011 there has been a decrease in the percentage of the working age population from 64.2% to 62.9%. There has been a particularly large decline amongst young adults aged 25-39 (from 19.5% to 16.6%).

Country of Birth



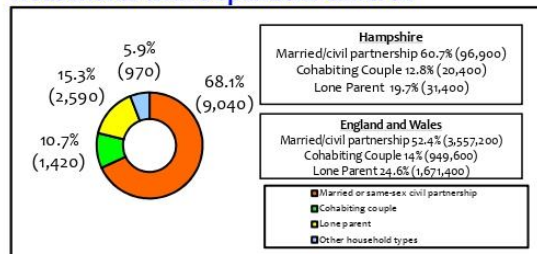
91.1% of Winchester's population were born in the UK. At 3.6% Europe is the next largest, including Germany and Ireland. The Middle East and Asia follows at 2.4% with India most prominent at 0.4%. Africa accounts for 1.4%, with South Africa at 0.6%.

Marital Status



52.5% of the population are married whilst 30.0% are single. Following the Civil Partnership Act of 2004, civil partnerships are now included. For Winchester they are 0.2%, the same as Hampshire and England and Wales. The proportion of widowed individuals stands at 7.1%.

Households with Dependent Children

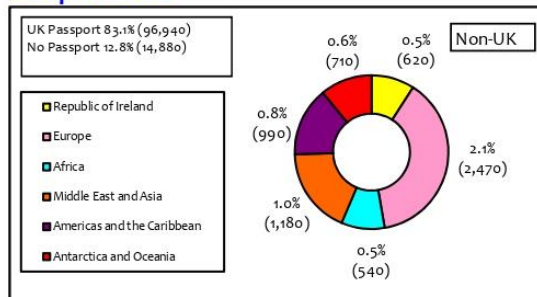


In Winchester, 13,280 households have dependent children. Of these, 68.1% are married/civil partnership households, 10.7% are cohabiting couples whilst 15.3% are lone parent.

Of these lone parent households with dependent children, 89.7% (1,810) are female headed households. Many these female lone parents are in part-time employment (42.1% 760).

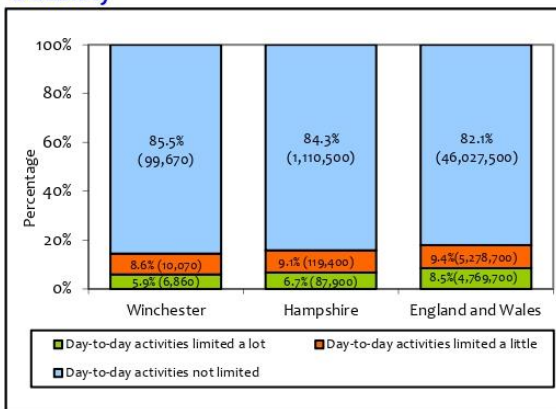
In Winchester, 1.7% (800) of households with dependent children have no adults in employment whilst 3.5% (1,640) have one person with a long term health problem or disability.

Passports Held



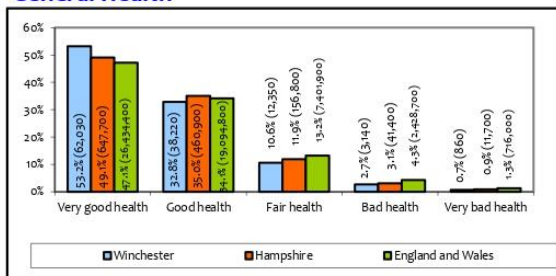
83.1% of people in Winchester have a British passport whilst 12.8% state they have no passport. Individuals with passports from European countries stand at 2.1% followed by those with a Middle East and Asian passport at 1.0%.

Disability



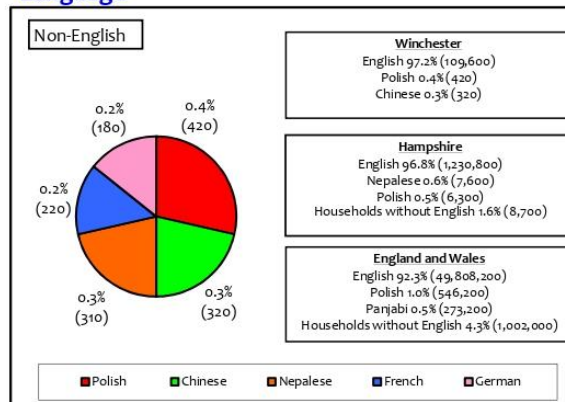
In Winchester, 85.5% of the population state that their daily activities are 'not limited' by a long term illness whilst 8.6% are 'limited a little' and 5.9% are 'limited a lot' by their illness.³ The proportion of Winchester's population who are 'limited a lot' is below Hampshire and England and Wales.

General Health



Self defined general health in the district is high with 53.2% of the population choosing to describe themselves as being in very good health with 0.7% seeing themselves as having very bad health.⁴ With regards to economic inactivity as a result of long term sickness and disability, Winchester experiences a low rate of 2.2% compared to Hampshire (2.6%) and England and Wales (4.2%).

Language



In Winchester 97.2% of people (aged 3+) state English as as their 'main language'. Other than English, Polish (0.4%) and Chinese (0.3%) are the next most common main languages. In Winchester, 1.2% of all households are shown to contain no individuals with English as a main language.⁵

Notes: 1 - White British includes those describing their ethnicity as English, Welsh, Scottish, Northern Irish or British.

2 - Marital and Civil Partnership status refers to the population aged 16 and over.

3 - A long term health problem or disability is one that limits a person's day-to-day activities and has lasted, or is expected to last at least 12 months, including problems related to old age.

4 - General health is a self-assessment of a person's general state of health. People were asked whether their health was very good, good, fair, bad or very bad. This is not based on a person's health over any specified period of time.

5 - Language data refers to the population aged over 3 years.

Data for some Protected Characteristics - gender reassignment, sexual orientation, pregnancy and maternity are not included in the 2011 Census.

Source: Data used is from the Office for National Statistics (ONS) 2011 Census

<http://www.hants.gov.uk/census2011>

For more information please contact Hampshire County Council's Demography team.

<http://www3.hants.gov.uk/factsandfigures/facts-figures-contacts.htm#pop>

Hampshire in this factsheet refers to Hampshire's administrative county, excluding Portsmouth and Southampton.



Hampshire
County Council