



## **William Gilpin Church of England Voluntary Aided Primary School Single Equality Scheme**

### **Introduction**

At William Gilpin CE VA Primary School we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. 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 community working together – our learners, staff, governors and parents in particular. Throughout this Scheme, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This **Single Equality Scheme** provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

### **National and Legal Context for Diversity**

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.

### **School Context**

William Gilpin CE VA Primary School is a smaller than average rural school (133 pupils) set in the heart of the New Forest with mixed intake from owner-occupied, privately rented and LA housing; it is not an area with high levels of deprivation. The school has approximately equal numbers of boys and girls (50%:50%) although some year groups do have significant variations, for example in Y1 where 75% are girls and in Y2 where 79% are boys. Owing to the location of the school, only around a quarter of our children live within the catchment area. The remaining children come from the surrounding locality. The school often attracts children who have had problems settling at other schools and whose parents want a school with a nurturing family ethos. Currently the percentage of SEN children is 11% and the school has 11 pupils with an EHCP (8%) – significantly above the national average. The school has



one looked after child, currently going through an adoption process, and 4% of pupils are post-looked after. Pupil Premium (PP) is received by 12% of our children.

Pupil attendance for the academic year 2022-23 (up to 31.01.23) is lower than usual at 91.3%. The vast majority of our absences are authorised. An analysis of these figures shows that our absences are predominantly due to illness, although some of our families take holidays and short breaks during term time, which adds to the absence rate. High levels of illness in the school community at the end of the 2022 has affected attendance. Attendance for the 2021-22 was 93.5%. The school works very hard to improve attendance, especially pupils classed as persistently absent.

William Gilpin is a popular school (above PAN first-choice applications for September 2020 and 2022) and works hard to maintain and promote its good reputation. The school prides itself on its very positive relationships with the community and its inclusive approach. This was identified as a strength during the January 2022 OFSTED inspection.

## **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

### **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
- 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, 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.

*NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school.*

*Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their 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:

- 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

**Date approved by the Governing Body:** February 2023

**Date for policy review:** February 2024

**Signed:**

**Chair of Governors**



## 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*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

### Pupil-related data

Information	Evidence and commentary
Attainment at Age-Related Expectations (2022)	Pupils achieving ARE: Reading – Y1: 68%, Y2: 82%, Y3: 80%, Y4: 88%, Y5: 86%, Y6: 88% Writing - Y1: 68%, Y2: 73%, Y3: 67%, Y4: 79%, Y5: 81%, Y6: 76% Maths - Y1: 79%, Y2: 82%, Y3: 93%, Y4: 75%, Y5: 81%, Y6: 71%
Attainment at Age-Related Expectations (2022) by gender	Pupils achieving ARE: Reading: Boys 77% / 86% Girls Writing: Boys 65% / 78% Girls Maths: Boys 79% / 84% Girls
Attainment at Age-Related Expectations – for Pupil Premium (2022)	Pupils achieving ARE: Reading: 69% PP (90% non-SEND PP) Writing: 44% PP (70% non-SEND PP) Maths: 56% PP (80% non-SEND PP)
Attainment at Age-Related Expectations – for SEND (2022)	Pupils achieving ARE: Reading: 15% Writing: 8% Maths: 23%



## Other information

Information	Evidence and commentary
Governor representation as at February 2023	55% Male, 45% Female  We have broadly balanced gender representation on our governing body and ethnic representation is reflective of our community.

## Qualitative information

Other information and documentation is available in school which demonstrates the school's commitment to the principles outlined in this policy and the public sector equality duty.

- curriculum planning with information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies and speakers which deal with relevant equality related issues
- views of the school council
- notes of relevant governor and staff meetings and details of discussions and policy review in respect of equalities.”
- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)

**Date of publication of this appendix:** February 2023

**Date for review and re-publication:** February 2024



## Equality Objectives

## Appendix B

We recognise that the Public Sector Equality Duty 2011 has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by 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 and religion and belief and sexual orientation).

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

- *parent questionnaires*
- *involvement of the student council*
- *staff & Governor working party*
- *contact with parents representing pupils with particular protected characteristics*

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

The detail of these objectives should also be read in conjunction with the school's current equality information which has informed the development of the objectives.

Objective 1: To monitor and analyse pupil achievement by race, gender, language and disability and act on any trends or patterns in the data that require additional support for pupils

Objective 2: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement

**Date:** February 2023

**Date for Review and Re-Publication:** February 2024

**Signed:**

**Chair of Governors**





## MONITORING AND REVIEW ~ Objectives Set February 2023

The school will ensure that their equality information is reviewed annually and objective(s) at intervals of no more than four years. We will also review any single equality statement or equality policies at intervals of four years. 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

Objective	Protected group that this will most affect / influence	Actions to be undertaken	Lead responsibility	Timescale	Expected outcome
To monitor and analyse pupil achievement by race, gender, language and disability and act on any trends or patterns in the data that require additional support for pupils	Race Gender Disability	Utilise ARBOR management platform to analyse pupil achievement (report to governors at each FGB). Identify trends/patterns in data. Put in place additional support through targeted interventions to improve outcomes for particular groups.	Headteacher, Class Teachers, SENCO.	February 2023 – February 2024	Groups (e.g. EAL, disabled pupils, ethnic) achieve at least in line with all pupils.  Gender gaps are not present in achievement data.
To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement	Race Disability Socio-economic status	Monitoring of engagement with home learning (e.g. via Google Classroom, reading diaries). Monitoring of parental engagement with parents evenings, class assemblies and learning celebration events. Targeted invites for families not engaging well.	Class teachers, SLT	February 2023 – February 2024	Improved engagement in learning and school life by 'hard-to-reach' families.  Increased motivation for and attitude to learning from vulnerable pupils.



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