



## ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION STATEMENT

Policy/statement Ratified	Annual	Nov 10, Nov 13 Mar 18, Mar 19	March 2020
Equality information Appendix A	Annual	Sep 2017, Mar 18, Mar 19	March 2020
Equality objectives Appendix B	4 years	March 2016, March 2018	March 2022

## **Vision statement**

“Our vision is to create a school community in which children participate, excel and are proud of their achievements”

## **Our strapline is**

“where everyone counts”

## **Our Ethos**

Our ethos is based on inclusivity. Everyone in our school community is cared for and valued equally as a unique person. In our learning, in our work, in our relationships we are committed to aiming for success.

## **Our Aim**

We aim for everyone in our community to engender and value a love of learning.

It is our aim that everyone within our school community aspires to our vision. For our pupils we are aiming for them to develop and enhance the necessary skills, both social and academic to become prepared for the ever-changing world ahead of them. We have a desire that all stakeholders take with them happy memories of their time in school, feeling that they have been valued.

We aim for all members of the community to show mutual respect and courtesy, in an environment that is a safe and happy place to learn where all pupils achieve their potential.

We aim to break down any barriers to learning by opening up new experiences and motivating all to be actively engaged in their learning. We aim for all to feel a sense of self-worth and pride in what they have achieved.

## **Our values**

Our values are underpinned by our aims, learning skills and fundamental British values.

- *Democracy: We all have a say.*
- *Rule of Law: We respect the rules of school and laws in society.*
- *Tolerance of different cultures: We are one community who care, respect and understand one another.*
- *Mutual respect: We respect others and expect them to show us respect.*
- *Individual liberty: We know human rights and exercise these in school life and beyond.*

These Values have been chosen to develop pupils both morally and educationally. Through the values we:

- Enable children to focus upon the positive aspects of themselves, reminding them of their individual worth, their worth in the school and wider community
- Maintain high standards of behaviour, conduct and self-confidence
- Raise standards by promoting an inclusive ethos which supports the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere
- Encourage children to ‘live the values’ in all aspects of their lives both in school and out.

<b><u>Participation</u></b>	<b><u>Hardworking</u></b>	<b><u>Resilience</u></b>	<b><u>Pride</u></b>	<b><u>Respect</u></b>	<b><u>Integrity</u></b>	<b><u>Team work</u></b>
Everyone will participate fully in their own education. We believe being actively involved promotes a sense of belonging, respect for others and a greater ability to succeed.	Everyone is able to work hard and strive to be the best they can. The expectation of hard work means that pupils are capable of achieving the highest standards possible of themselves and excel in their progress.	Everyone can persevere and work with determination to make progress. We also want pupils to recognize that mistakes are opportunities to learn and struggle is the way to build confidence. Through resilience, pupils reach their full potential and understand how to thrive in life. When <b>children</b> are <b>resilient</b> , they are braver, more curious and more adaptable.	School pride is essential in building a community. It gives pupils a sense of ownership, civic duty and achievement. Pride shows that pupils have a vested interest in school are involved and produce better outcomes.	Everyone will act with kindness, tolerance and consideration towards others to celebrate the diversity of the school and show other People that they are valued.	Everyone will have an awareness of right and wrong and can demonstrate British values.	By working together pupils can develop critical thinking skills, exchange knowledge, share expertise, increase motivation and improve their attitudes toward learning. Working together helps us achieve more than on our own.

### **National and legal context**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

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).

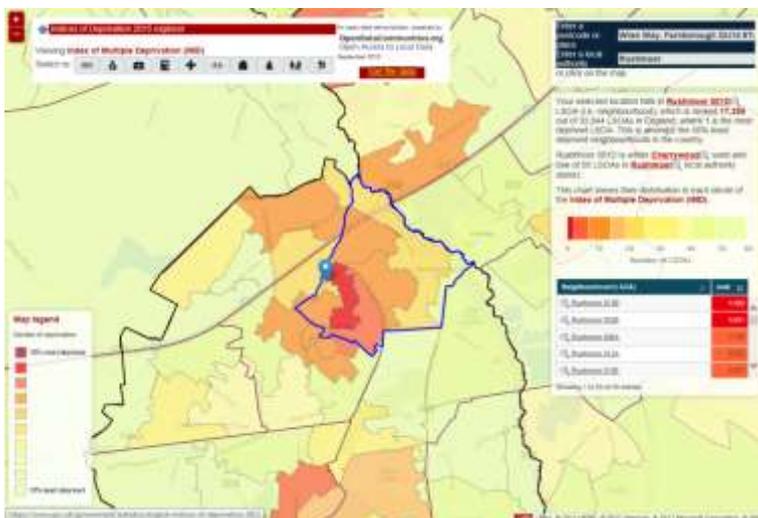
We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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**

Grange Community Junior School is a local authority mainstream two-form entry junior school in Farnborough, Hampshire, in the borough of Rushmoor.

Although Hampshire is a demographically affluent area, the school catchment sits in an area of high deprivation (top 20% of deprivation). The community the school serves is diverse with pupils characterised as having above national average English as additional Language, above national average Ethnic Minority, above national average Free School Meals and above national average Special Educational Needs).



## 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
- 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 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 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

6. 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.

7. 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.

8. We set ourselves specific and measurable equality objectives

We develop and publish specific and **measurable objectives every four years** which can be found in **Appendix B**.

### **Application of the principles within this policy**

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed
- All staff are aware of the school's Equality Policy
- The talents of disabled pupils are recognised and represented in any Gifted and Talented programmes/initiatives/events and representation on the programmes, as much as is possible, reflects the school population in terms of race and gender

- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), taking part in class assemblies, taking part in fund raising events etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits, lunchtime activities, PE and assemblies
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Policy through input and feedback from any surveys, staff meetings, school council meetings, parents' evenings etc.
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status

### **The school will provide:**

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being e.g. ensuring that children with visual impairment have accessible texts
- Additional support for parents of under-achieving children (e.g. reporting progress and discussing needs in addition to routine parents evenings)
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing an interpreter for Nepalese parents; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

### **Promoting positive attitudes**

#### **The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Seek to recruit disabled people (where fitting of criteria) to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce
- Seek to recruit disabled people (where they apply) to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities
- Provide extended services (where possible), with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups
- Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings
- Help children and young people to understand others and value diversity
- Promote the school shared values
- Develop skills of participation and responsible action – for example through PHSCE lessons and assemblies.

## **Eliminating discrimination and harassment**

### **The school will:**

- Ensure anti-bullying procedures include equality perspectives
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity
- Keep a record and report how these incidents are dealt with to the Governing Body and local authority on a regular basis
- Review the school approach to race, gender and disability bullying and harassment whenever it reviews its policies where this may be included e.g. equality of opportunity, behaviour.

### **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 curricula and lessons
- support pupils in their class who have additional needs

## Appendix A:

# Grange Community Junior School Equalities information

The public sector equality Duty 2011 has three aims under the general duty for school:

- 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, religion and belief and sexual orientation. Age and marriage not applicable to children.) As the school has less than 150 staff, we will not publish information with regard to staff.

### Pupil-related data

Information	Evidence and commentary
Pupils on roll 2019-20 academic year 235	51% boys and 49% girls
English not as first language	22%
SEN	26% (61)
Attainment by KS 2 by gender 2019 (46 pupils 27 boys and 19 girls)	Reading 64% boys 95% girls Writing 82% boys 89% girls Maths 71% boys 84% girls
Achievement of Age Related Expectations (A.R.E) by minority ethnic pupils (School Performance Summary 2018-19) in <b>Reading. 15 pupils out of 47</b>	Ethnic minority 80% White UK 75%
Achievement of Age Related Expectations (A.R.E) by minority ethnic pupils (School Performance Summary 2018-19) in <b>Writing. 15 pupils out of 47</b>	Ethnic minority 100% White UK 78%
Achievement of Age Related Expectations (A.R.E) by minority ethnic pupils (School Performance Summary 2018-19) in <b>Maths. 15 pupils out of 47</b>	Ethnic minority 93% White UK 69%
Achievement of Age Related Expectations (A.R.E) by minority ethnic pupils (School Performance Summary 2018-19) in <b>Reading, Writing and Maths. 15 pupils out of 47</b>	Ethnic minority 80% White UK 66%
Achievement of Age Related Expectations (A.R.E) by disadvantaged pupils (School Performance Summary 2018-19) in <b>Reading. 15 pupils out of 47</b>	Disadvantaged 60% Other pupils 84%
Achievement of Age Related Expectations (A.R.E) by disadvantaged pupils (School Performance Summary 2018-19) in <b>Writing. 15 pupils out of 47</b>	Disadvantaged 74% Other pupils 93%
Achievement of Age Related Expectations (A.R.E) by disadvantaged pupils (School Performance Summary 2016-17) in <b>Maths. 15 pupils out of 47</b>	Disadvantaged 53% Other pupils 87%

Achievement of Age Related Expectations (A.R.E) by disadvantaged pupils (School Performance Summary 2017-19) in Reading, Writing and Maths. <b>15 pupils out of 47</b>	Disadvantaged 53% Other pupils 93 %																																																																																					
SEN pupils meeting Age Related Expectations by the end of Key Stage 2 <b>7 pupils out of 47</b> (some also represented in disadvantaged group above.)	Reading 0% Writing 14% Maths 0% In reading, Writing and Maths combined 0%																																																																																					
Participation in extracurricular clubs. Spring term 2020	<table border="1"> <thead> <tr> <th>club</th> <th>% girls</th> <th>%boys</th> <th>%white UK</th> <th>%other ethnicity</th> </tr> </thead> <tbody> <tr> <td>Art (12)</td> <td>83%</td> <td>17%</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Athletics (14)</td> <td>43%</td> <td>57%</td> <td>43%</td> <td>57%</td> </tr> <tr> <td>Basketball (12)</td> <td>8%</td> <td>92%</td> <td>66%</td> <td>34%</td> </tr> <tr> <td>Board games (10)</td> <td>44%</td> <td>56%</td> <td>56%</td> <td>44%</td> </tr> <tr> <td>Cheerleading (14)</td> <td>100%</td> <td>0%</td> <td>53%</td> <td>47%</td> </tr> <tr> <td>Choir(23)</td> <td>70%</td> <td>30%</td> <td>35%</td> <td>65%</td> </tr> <tr> <td>Dance (9)</td> <td>100%</td> <td>0%</td> <td>21%</td> <td>79%</td> </tr> <tr> <td>Dodgeball (17)</td> <td>19%</td> <td>81%</td> <td>63%</td> <td>37%</td> </tr> <tr> <td>Football Y3 Y4 (18)</td> <td>6%</td> <td>94%</td> <td>56%</td> <td>44%</td> </tr> <tr> <td>Football Y5 Y6 (19)</td> <td>6%</td> <td>94%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Hockey (9)</td> <td>22%</td> <td>78%</td> <td>89%</td> <td>11%</td> </tr> <tr> <td>Shine Jesus Shine (12)</td> <td>75%</td> <td>25%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>SATs revision (21)</td> <td>66%</td> <td>44%</td> <td>71%</td> <td>29%</td> </tr> <tr> <td>Science (8)</td> <td>50%</td> <td>50%</td> <td>63%</td> <td>37%</td> </tr> <tr> <td>Table top (4)</td> <td>75%</td> <td>25%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Yoga (7)</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table>	club	% girls	%boys	%white UK	%other ethnicity	Art (12)	83%	17%	33%	67%	Athletics (14)	43%	57%	43%	57%	Basketball (12)	8%	92%	66%	34%	Board games (10)	44%	56%	56%	44%	Cheerleading (14)	100%	0%	53%	47%	Choir(23)	70%	30%	35%	65%	Dance (9)	100%	0%	21%	79%	Dodgeball (17)	19%	81%	63%	37%	Football Y3 Y4 (18)	6%	94%	56%	44%	Football Y5 Y6 (19)	6%	94%	67%	33%	Hockey (9)	22%	78%	89%	11%	Shine Jesus Shine (12)	75%	25%	0%	100%	SATs revision (21)	66%	44%	71%	29%	Science (8)	50%	50%	63%	37%	Table top (4)	75%	25%	50%	50%	Yoga (7)	50%	50%	50%	50%
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Participation in the School Council and other pupil voted positions of responsibility by gender and ethnicity 2018-19	<p>School councillors 46% boys 54% girls 38% ethnic minority 62% white UK</p> <p>house captains 50% boys 50% girls 50% ethnic minority 50% white UK</p>																																																																																					
Attendance by gender	Of the children with 100% attendance 48% are girls and 53% are boys 38% white 63% other ethnicity																																																																																					

## Other information

Information	Evidence and commentary
Attendance at parents evenings	92 % of families attended consultation evening in Autumn term
Governors	9 female and 3 male 1 ethnic minority

## **Appendix B**

### **Grange Community Junior School Equalities objectives**

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

Objective 1:

To continue to narrow the gap in the performance of children entitled to FSM (disadvantaged) and those with SEN compared to the rest of the cohort.

Objective 2:

To ensure that the governors are equipped to effectively support the school and their legal duty towards equality, especially the understanding of the SEN requirements within the school. To actively promote any opportunity to improve the gender imbalance on the School's Governing Body.