



Tower Hill Primary School Equalities Policy (including *Equalities Information and Objectives*)

Date approved : FGB of 23rd May 2024 On behalf of the GB: *Camilla Collins* [Chair]
Final Review Due : Summer 2028 Review 1 approved:

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

Tower Hill Primary School

The school is an average sized primary school in the Cove area of Farnborough, as detailed in *Appendix A*.

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, language, national origin or national status
- Whatever their sex

- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whether or not they have a connection with the forces community
- 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 note that reasonable adjustments may need to be made
- Sex – we recognise that all genders 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
- 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
- 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.

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.

We aim to foster greater community cohesion

We intend that our policies, activities and curriculum 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 based on the evidence that we have gathered (*principle 8*) and the engagement we have been involved in (*principle 7*).

The objective 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 a new objective every four years, but keep it/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 of first publication of this appendix:

May 2024

Date for final review and re-publication :

May 2028

We recognise that the *Public Sector Equality Duty 2011* has three aims: to -

- eliminate unlawful discrimination, harassment & 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).

The information should also be read in conjunction with our equality objectives (*see Appendix Bi and Bii*).

In compiling this information we have:

- identified evidence of equality we already have within policies and practice and identified gaps;
- examined how we engage with the protected groups, identifying where practice could be improved.

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

- *meetings involving governors who are parents*
- *focus groups*
- *parent questionnaires*
- *through pupil parliament*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

School Pupil related data		
	Tower Hill 2024	National Jan 23
Number on Roll: boys / girls	420: 198/222	
Free School Meals inc Ever 6	25%	23.8%
SEND (School Support) Register	21%	13%
Pupils with Statement/EHC Plan	4%	4.3%
Ethnic Minority Groups	39%	36.1%
English Additional Language	28%	21%
Number of languages spoken	31	

Pupil-Related Data [Full data analysis can be viewed in *Analysing School Performance (ASP)*]

Information	Evidence and Commentary
2022/23 Year 6 Cohort totalled 56 pupils: 27 boys / 29 girls	
KSII SATs 2023	ATTAINMENT
GENDER	<p>Reading: Attainment at Age Expectation ALL = 73% (Nat 73%) High = 32% (Nat 29%) Boys = 76% (Nat 70%) High = 28% (Nat 27%) Girls = 71% (Nat 76%) High = 35% (Nat 31%)</p> <p>Writing: Attainment at Age Expectation ALL = 75% (Nat 71%) High = 23% (Nat 13%) Boys = 76% (Nat 65%) High = 14% (Nat 10%) Girls = 74% (Nat 78%) High = 32% (Nat 17%)</p> <p>Maths : Attainment at Age Expectation ALL = 83% (Nat 73%) High = 40% (Nat 24%) Boys = 86% (Nat 74%) High = 38% (Nat 27%) Girls = 81% (Nat 72%) High = 42% (Nat 21%)</p> <p>COMBINED Reading, Writing & Maths: Attainment at Age Expectation ALL = 70% (Nat 60%) High = 13% (Nat 8%) Boys = 56% (Nat 55%) High = 15% (Nat 6%) Girls = 68% (Nat 63%) High = 12% (Nat 9%)</p>
EAL	<p>Reading: Attainment at Age Expectation English first language = 76% High = 36% EAL = 67% High = 22%</p> <p>Writing: Attainment at Age Expectation</p>

	English first language = 74% High = 24% EAL = 78% High = 22% Maths : Attainment at Age Expectation English first language = 79% High = 33% EAL = 94% High = 56% COMBINED Reading, Writing & Maths: Attainment at Age Expectation English first language = 71% High = 14% EAL =67% High = 11%		
No of children in Y6 cohort: SEND Support – 14 SEN EHCP – 3 No SEN - 39	Reading: Attainment at Age Expectation SEND Support = 43% SEN EHCP = 0% No SEN = 88% Writing: Attainment at Age Expectation SEND Support = 43% SEN EHCP = 33% No SEN = 88% Maths : Attainment at Age Expectation SEND Support = 50% SEN EHCP = 33% No SEN = 98% COMBINED Reading, Writing & Maths: Attainment at Age Expectation SEND Support = 36% SEN EHCP = 0% No SEN = 86%		
Disadvantaged: 17 (30%)	Reading: Attainment at Age Expectation Disadvantaged = 71% (Nat 78%) High = 41% (Nat 34%) Writing: Attainment at Age Expectation Disadvantaged = 71% (Nat 77%) High = 29% (Nat 16%) Maths: Attainment at Age Expectation Disadvantaged = 76% (Nat 79%) High = 29% (Nat 29%)		
Whole School Data			
Attendance: To 14.5.2024	Attendance data	School	National
	ALL	95%	94.4%
	Male	94.5%	94.2%
	Female	95.4%	94.5%
	White British		
	Any other ethnic minority group		
	No SEND	95.7%	94.9%
	SEND Support	94.4%	92.5%
	SEND with EHCP	83.6%	89.4%
	FSM6	93.7%	91.9%

Staff Data

Where schools have less than 150 staff, the Governing Body is not required to publish information in relation to its staff.

Other information

Governor Representation as at May 24	42% Male 92% British White Racial composition: does not wholly reflect the composition of the school community.	58% Female 8% other
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Qualitative information

"Tower Hill has published various policies, including those on Admissions, Child Protection, Safeguarding, Special Educational Needs & Disabilities, English as an Additional Language, Curriculum, Teaching for Learning, Staff Harassment & Grievance Procedures, Whistleblowing, Complaints and its Accessibility Plan.

These are all available on the school's internet site www.towerhill.hants.sch.uk or from the school office under the Freedom of Information Act. These policies evidence the school's commitment to the principles outlined in this policy and the Public Sector Equality Duty.

Date of publication: May 2024

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We recognise that the Public Sector Equality Duty has three aims, to:

- eliminate unlawful discrimination, harassment & victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic & those who do not
- foster good relations between people who share a protected characteristic & 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, religion and belief and sexual orientation).

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

- *meetings involving parent governors*
- *focus groups*
- *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*

Having referred to and analysed our equality information, the following objective was set:

Objective:

To develop the recording and monitoring of prejudicial language and behaviour in order to identify trends across the school and formulate an appropriate action plan in relation to protected characteristics.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but Tower Hill will publish detail on progress towards these objectives on an annual basis and is committed to publishing this detail on our internet site.