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## Equalities Policy

Policy Reference:	E3
Responsibility:	Curriculum and Standards Committee
Reviewed by:	Anne Mulholland
This Review:	April 2018
Next Review Due:	April 2020
Cycle:	Two Yearly
Ratified by Full Governing Body on:	21 May 2018
Signed:	
Gerard Owens	Chair of Governors

***With Christ as our guide and example we celebrate the uniqueness of the individual.  
Together we will try to:  
Learn from Jesus;  
Love like Jesus;  
Live like Jesus.***

## Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. This policy supports the distinctive Catholic nature of St Patrick's School which is based upon the person of Jesus and enshrined in our mission statement.

We believe that all pupils and members of staff should have the opportunity to fulfil the 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, 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 and 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

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2001 census shows that 2.3% of the population of Hampshire are from ethnic communities, although in recent years there has been an increase in migrant workers particularly from the EU. In 2009 21% of school pupils were from ethnic communities.

Approximately 15% of the population have declared a disability. In 2010 there were 1192 reported incidents of hate crime. 83.3% were related to race and the remaining 16.7% were related to sexual orientation and transsexual issues and disability issues. Nearly half the population are aged between 25 and 59, with an increasing number of people over the age of 75. The main religious group is Christian (76.19%), followed by Muslim (0.35%), Hindu (0.25%) and Buddhist (0.18%).

St Patrick's School is a Catholic school that belongs to the Parish of Our Lady Help of Christians in the Diocese of Portsmouth. The school's community has strong links with the Parish with 85.4% of children attending the school being Catholic.

The school is situated in a generally advantaged area. The vast majority of pupils are of white British heritage. Other pupils come from a broad range of backgrounds and a very small number are in the

early stages of learning English. The percentage of pupils with learning difficulties or disabilities is lower than that of most schools.

#### Religious Background

Catholic	80.9%
Other Christian Faiths	8.8%
Muslim	0.9%
Hindu	2.8%
Buddhist	1.4%
No Religion	1.9%
Refused	0.9%

#### Ethnicity

Any other Asian background	2.3%
Any other Black background	0.5%
Any other Ethnic Group	3.3%
Any other Mixed background	3.3%
Any other White background	13%
Black – African	2.8%
Chinese	0.9%
Indian	3.3%
Pakistani	0.9%
White – British	63.3%
White – Irish	0.5%
White and Asian	3.3%
White and Black African	1.9%
White and Black Caribbean	1.4%
Refused	1.4%

#### Home Language

Arabic	0.5%
English	81.4%
Chinese	1.4%
Hindi	1.4%
Hungarian	0.5%
Italian	0.5%
Polish	9.8%
Portuguese	0.9%
Spanish	0.5%
Tagalog/Filipino	0.5%
Not yet provided	2.8%

#### Other Factors

Special Educational Needs	7.4%
Children of Service Families	5.6%
Free School Meals	3.7%

## 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 or 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 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

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 three 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 three 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, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

This information should also be read in conjunction with our equality objectives (appendix B) in compiling this equality 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:

- 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

#### KS2 SATS 2017

Information
Number of children: 31
Girls: 16
Boys: 15
Disadvantaged: 3
EAL: 4
Service: 3
SEN: 4
Children with prior attainment data: 30
Low prior attainment: 3
Middle prior attainment: 17
High prior attainment: 10

Overall Attainment			
	EXS	High score/GDS	Av scaled score
Reading	27 (87%)	9 (29%)	105
Writing	28 (90%)	10 (32%)	104
Maths	25 (81%)	6 (19%)	103
GPS	26 (84%)	6 (19%)	105
R, W, M & GPS	24 (77%)	4 (13%)	

Attainment of Groups												
	Reading			Writing			Maths			GPS		
	EXS	GDS	Av SS	EXS	GDS	Av SS	EXS	GDS	Av SS	EXS	GDS	Av SS
Disadvantaged	1 (33%)	2 (66%)	111	2 (66%)	1 (33%)	106	2 (66%)	1 (33%)	106	1 (33%)	2 (66%)	110
EAL	2 (50%)	2 (50%)	110	2 (50%)	2 (50%)	108	3 (75%)	1 (25%)	107	2 (50%)	2 (50%)	111
Service	2 (66%)	0	99	1 (33%)	1 (33%)	98	2 (66%)	0	95	2 (66%)	0	102
SEN	1 (25%)	0	89	1 (25%)	0	85	1 (25%)	0	87	1 (25%)	0	92
Girls	13(81%)	5 (10%)	105	14(87%)	7 (44%)	104	11(69%)	3 (19%)	101	13(81%)	4 (25%)	105
Boys	14(93%)	4 (27%)	106	14(93%)	3 (20%)	103	14(93%)	3 (20%)	104	13(87%)	2 (13%)	105
Low PAG	0	0		0	0		0	0		0	0	
Middle PAG	94%	6%		100%	12%		82%	0		88%	0	
High PAG	100%	80%		100%	80%		100%	60%		100%	60%	

Progress						
	Reading		Writing		Maths	
Cohort	0.7		1.6		-2.0	
Disadvantaged	2.8		0.5		-1.5	
EAL	4.1		3.8		-0.1	
Service	-1.9		-0.4		-6.3	
SEN	-7.7		-7.9		-8.3	
Girls	0.18		2.0		-3.7	
Boys	1.2		1.1		-0.01	
Low PAG	-7.7		-10.7		-10.6	
Middle PAG	0.9		2.4		-1.4	
High PAG	2.9		3.7		0	

EXS = expected standard

GDS = greater depth standard

GPS = Grammar, punctuation and spelling

PAG = Prior attainment group

### KS1 SATs

2017	Reading	Writing	Maths	SPG *	Science
GDS	23% (7 children)	17% (5 children)	23% (7 children)	17% 5 children	
EXS	70% (21 children)	67% (20 children)	67% (20 children)	70% (21 children)	90% (27 children)
WTS (HNM in science)	0	10% (3 children)	7% (2 children)	7% (2 children)	10% (3 children)
PKF	7% (2 children)	7% (2 children)	3% (1 child)	7% (2 children)	



**Phonics screen**

Year	% passing test in year 1	% passing retake in year 2
2014	96%	60% (5 children retested)
2015	69%	0% (1 child retested)
2016	93%	89% (9 children retested)
2017	93%	33% (3 children retested)

**EYFS - percentages at each level in three year trend**

	% attaining expected or exceeded					
	2015 school	2015 nat	2016 school	2016 nat	2017 school	2017 nat
GLD	77	66	86	69	80	Data not available
C&L	97	84	90	85	87	
PD	100	90	93	90	97	
PSE	97	87	100	88	97	
Lit	83	71	93	73	93	
Maths	90	77	93	79	80	
UTW	97	85	100	86	93	
EXP	100	87	97	88	100	

**Staff data**

As a small school (less than 150 staff) the governing body is not required to publish information in relation to staff.

The school has published various policies on the school's website [www.st-patricks.hants.sch.uk](http://www.st-patricks.hants.sch.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

## Equality Objectives

## Appendix B

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

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
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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 the local community and disability organisations*

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

### Objective 1:

Target to reduce the gap between the GDS boys and girls in Maths, and GDS writing between the girls and the boys. The gender and SEN needs of each cohort will be taken into account.

### Objective 2:

To develop children's self-esteem and resilience through extended use of the learning circle, growth mind set activities and PSHE so that there is an increase in the number of children developing a positive attitude towards mistakes and learning as evidence by staff and governor pupil conferencing.

### Objective 3

To increase the reasoning opportunities available to all children at all the levels, in order that high level reasoning opportunities are offered to children at all levels within the school, regardless of ability or gender.