



WILDGROUND FEDERATION

Equalities Policy, Objectives and Information

(Complies with Public Sector Equality Duty in the Equality Act 2010 (Specific Duties) Regulations 2011)

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. Article 3, UNCRC

Key responsibility area: Amanda Mullett

Last review: October 2022

Next review: December 2025 (Equalities information and progress published annually)

Throughout this policy, the term 'School' is a reference to either school within Wildground Federation; the term 'Parent' or 'Parents' should be taken to include all those with parental responsibility, including corporate parents and carers; the term 'Federation' is a reference to Wildground Federation and the term 'Head teacher' means Executive Head teacher.

Introduction

The Staff and Governors of Wildground Federation 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 that 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.

This policy and appendices outline the principles that will guide our approach to working with our school community and enabling an open culture and should be read alongside the school's Employment Equality Policy which the school adopts as part of the MOPP. See Annex 2 for the current equalities from HCC.

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 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

Information about the context of the school that informs our equality practice locally is outlined in our SEP.

Principles

To fulfil our legal obligations, we are guided by a number of principles that reflect the value we place on all children, their families and our staff to ensure that we treat them equally and in a way that reflects their individual needs. These are outlined in more detail in Annex I.

We fulfil our responsibilities through our work on the Rights, Respect agenda, PSHE and the development of our approach to the spiritual, moral and social (SMSC) context of our school community.

The principles that guide our equalities expectations

1. *All pupils, families and staff are of equal value*

We see all children, 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 and our practice reflects these and the age of our children with whom we work. 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
- Religion or 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
- Sex – we recognise that boys and girls, men and women have different needs
- Gender reassignment – we recognise this is a personal choice

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). **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.

5. 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 by children through the use of 'Wildground Wishes' and the 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.

6. We aim to foster greater community cohesion through the development of the spiritual, moral, social and cultural understanding of our children.

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 Annex 2 to this policy statement.

8. We set ourselves specific and measurable equality objectives

We develop and publish a specific and measurable objective every four years based on the evidence that we have gathered and the engagement we have encouraged by others.

We will set ourselves a new objective every four years, whilst keeping it under review and reporting annually on the progress achieved.

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 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



Wildground Federation recognises 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 monitor how well we currently achieve these aims with regard to the protected groups under the Equality Act (ethnicity and race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, sexual orientation and religion or belief).

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

- parent questionnaires
- staff questionnaire
- pupil surveys
- pupil interviews
- pupil voice – Wildground Wishes/School Council
- consulting staff
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations
- engagement with governors through committee and FGB meetings
- staff recruitment

Pupil-related data

Quantitative data we consider in this area includes:

- attainment levels
- pupil progress
- attendance levels

NOTE: Updated information on each of these is available in the Executive Head Teacher's report to governors.

Wildground Infant School – Equalities Information

Attainment at end of KSI 2024 (Internal Data as there is no national data)

| Reading | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| Girls | Boys | Disadvantaged | Disadvantaged/Non SEN |
| 76.7% working at/above ARE | 75% working at/above ARE | 64.2% working at/above ARE | 94.6% working at/above ARE |
| Writing | | | |
| Girls | Boys | Disadvantaged | Disadvantaged/Non SEN |
| 75% working at/above ARE | 71.9% working at/above ARE | 53.5% working at/above ARE | 91.1% working at/above ARE |
| Maths | | | |
| Girls | Boys | Disadvantaged | Disadvantaged/Non SEN |
| 78.5% working at/above ARE | 76.8% working at/above ARE | 62.5% working at/above ARE | 96.4% working at/above ARE |

Progress across KSI to July 2024

| Progress in reading by end of KSI | | | |
|---|---|---|---|
| Girls | Boys | Disadvantaged | SEN |
| 100% achieving at least expected progress | 95% achieving at least expected progress | 95% achieving at least expected progress | 89% achieving at least expected progress |
| Progress in writing by end of KSI | | | |
| Girls | Boys | Disadvantaged | SEN |
| 89% achieving at least expected progress | 89% achieving at least expected progress | 89% achieving at least expected progress | 86% achieving at least expected progress |
| Progress in maths by end of KSI | | | |
| Girls | Boys | Disadvantaged | SEN |
| 100% achieving at least expected progress | 100% achieving at least expected progress | 100% achieving at least expected progress | 100% achieving at least expected progress |

Attendance 2023 – 2024 of KSI and YR

| | National 2022 – 2023 (Primary) | KSI 2023 – 2024 (Up to 23.7.24) |
|---------------------|-----------------------------------|------------------------------------|
| Overall | 94.1 | 94.4 |
| Authorised | 4.2 | 4.1 |
| Unauthorised | 1.6 | 1.5 |

| | | |
|---------------------------|-------------|-------------|
| FSM | 91.5 | 90.4 |
| Non FSM | 95.0 | 96.5 |
| Girls | 94.2 | 93.9 |
| Boys | 94.0 | 94.8 |
| EHCP | 90.1 | 95.3 |
| SEN | 92.2 | 92.5 |
| No SEN Support | 94.6 | 95.2 |
| Persistent Absence | 16.2 | 13.8 |

| | | |
|-----------|-------------|-------------|
| YR | 92.8 | 93.8 |
|-----------|-------------|-------------|

Wildground Junior School – Equalities Information

Attainment at end of KS2 2024

| Attainment in reading by end of KS2- National reading: 74% working at/above ARE | | | |
|---|--------------------------|--------------------------|------------------------------|
| Girls | Boys | Disadvantaged | Disadvantaged/Non SEN |
| 88% working at/above ARE | 69% working at/above ARE | 64% working at/above ARE | 87.5% working at/above ARE |
| Attainment in writing by end of KS2 - National writing: 72% working at/above ARE | | | |
| Girls | Boys | Disadvantaged | Disadvantaged/Non SEN |
| 88% working at/above ARE | 69% working at/above ARE | 69% working at/above ARE | 88% working at/above ARE |
| Attainment in maths by end of KS2 - National maths: 73% working at/above ARE | | | |
| Girls | Boys | Disadvantaged | Disadvantaged/Non SEN |
| 85% working at/above ARE | 69% working at/above ARE | 74% working at/above ARE | 100% working at/above ARE |

Progress across KS2 to July 2024

Expected progress is 24 steps

| Progress in reading by end of KS2 | | | |
|--|-------------|----------------------|------------|
| Girls | Boys | Disadvantaged | SEN |
| 26.7 | 26.9 | 26.3 | 26.4 |
| Progress in writing by end of KS2 | | | |
| Girls | Boys | Disadvantaged | SEN |
| 26.6 | 25.9 | 25.1 | 24.6 |
| Progress in maths by end of KS2 | | | |
| Girls | Boys | Disadvantaged | SEN |
| 25.6 | 26.8 | 26.1 | 25.5 |

Attendance 2023 - 2024 of KS2

| | National 2022 – 2023 (Primary) | KS2 2023 – 2024 (Up to 23.7.24) |
|---------------------|---|--|
| Overall | 94.1 | 93.7 |
| Authorised | 4.2 | 4.9 |
| Unauthorised | 1.6 | 1.4 |

| | | |
|---------------------------|-------------|-------------|
| FSM | 91.5 | 90.9 |
| Non FSM | 95.0 | 95.9 |
| Girls | 94.2 | 94.0 |
| Boys | 94.0 | 93.9 |
| EHCP | 90.1 | 89.3 |
| SEN | 92.2 | 92.9 |
| No SEN Support | 94.6 | 95.6 |
| Persistent Absence | 16.2 | 19.8 |

Qualitative information

Qualitative information that contributes to the overall knowledge of the school's equalities work includes:

- relevant school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)
- minutes of governor meetings kept in the Federation office (particularly those evidencing discussions regarding responsibilities for equality)
- notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken. (See the School Excellence Plan (SEP))
- notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Executive Headteacher, or awareness of whistleblowing, staff harassment/bullying policies raised)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures PSHE, RSE and SMSC.
- details about assemblies which deal with relevant equality related issues described in the Assembly Planner

The school has published various policies on the school's internet site to be found at: www.wildground.hants.sch.uk/ These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Having referred to and analysed our equality information, we have set ourselves the following objectives:

Wildground Junior School targets for period of this plan:

Objective I: To improve the progress of disadvantaged pupils in **reading** so that their progress is in line with all pupils in the school and nationally.

Wildground Infant School:

Objective I: To raise the % of SEND pupils who make expected+ progress in **reading, writing and maths** across Key Stage 1.

| | Reading | Writing | Maths |
|-------------|---------|---------|--------|
| 2018 – 2019 | 74% | 74% | 73% |
| 2021 – 2022 | 95% ↑ | 91% ↑ | 100% ↑ |
| 2022 – 2023 | 95% = | 91% = | 100% = |
| 2023 – 2024 | 96% ↑ | 92% ↑ | 100% = |