



Four Lanes Community Junior School

Date last reviewed:	February 2023
Review period:	4 years (Appendix A annual update; Appendix B annual review)
Governing Committee Responsible:	Full Governing Board

Equality Policy including Equality Information and Objectives (Hampshire Model Policy)

1. 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.

2. 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.

3. School Context

Four Lanes Community Junior School is a three form entry school located in Chineham to the north of Basingstoke. It shares a site with Four Lanes Infant School. Opened in 1989, the school was designed to be attractive and stimulating to children. The school has 360 juniors on roll aged 7 to 11 years.

In 2018, the school was inspected by Ofsted and was graded as 'Good'. It has been awarded the Level 1 Rights Respecting Award and the Modeshift Star Gold Award.

We provide an environment where children are motivated and inspired to achieve their very best and develop a lifelong love of learning. Our curriculum gives children the opportunity to investigate, take risks, make decisions and subsequently reflect on their achievements. Our school values of Respect, Responsibility, Aspiration, Resilience and Creativity underpin everything we do both within and beyond the school curriculum.

As a community junior school we strive to create an environment of which everyone is proud. We look beyond the school gates and give children a sense of responsibility not only for themselves and each other but also their local community and the wider world.

We are the only community junior school in Hampshire and we also host a community centre. This provides the facilities for a range of classes and activities for the local community. However, it also enables us to provide both a breakfast, after-school and holiday care.

4. 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 sex
- Whatever their 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 understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- 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.
- 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.

- 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.

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.

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

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 school 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																												
School attendance, academic year	Ofsted describes attendance that is above 95% as 'high' attendance. The attendance level for the whole school was 96.27%																												
2020/2021	Attendance by gender: Girls - 98.28% Boys – 98.39%																												
2021/2022	Attendance by gender: Girls – 95.89% Boys – 96.13%																												
Composition of school																													
July 2021	Girls –41.62%, boys – 58.38%																												
July 2022	Girls – 43.11%, boys – 56.89%																												
Ethnic backgrounds of pupils.	Any Other Asian Background	Any Other Black Background	Any Other Ethnic Group	Any Other Mixed Background	Any Other White Background	Black - African	Chinese	Indian	Refused	White - British	White and Asian	White and Black African	White and Black Caribbean																
July 2021	0.8%	0.3%	1.1%	2.4%	9.3%	0.8%	1.3%	5.4%	0.6%	72.1%	3.0%	0.8%	1.6%																
July 2022	1.2%	0.6%	1.2%	3.8%	11.2%	1.2%	2.4%	4.1%	0.6%	68.2%	2.6%	0.9%	2.1%																
Children with English as a second language.	July 2021- 15.90% July 2022– 15.29%																												
Special Educational Needs.	July 2021 – 16.47% July 2022 – 15.88% (xx) of the children have SEN																												
End of Key Stage 2 Attainment - by gender	<table border="1"> <thead> <tr> <th>End of KS2 (Combined R/W/M ≥ARE)</th> <th>All</th> <th>Girls</th> <th>Boys</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>74.3%</td> <td>78.8%</td> <td>70.7%</td> </tr> <tr> <td>*2019-20 & *2020-21</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2021-22</td> <td>55.7%</td> <td>48.1%</td> <td>60.5%</td> </tr> </tbody> </table>													End of KS2 (Combined R/W/M ≥ARE)	All	Girls	Boys	2018-19	74.3%	78.8%	70.7%	*2019-20 & *2020-21				2021-22	55.7%	48.1%	60.5%
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End of Key Stage 2 Attainment – by ethnic group	End of KS2 (Combined R/W/M ≥ARE)	Any other white background	Any other mixed background	Any other Asian background	Black - African	Black - Caribbean	Bangladeshi	Chinese	Indian	White British	White - Irish	White and Asian	White and Black African	White and Black Caribbean									
	2018-19	71.4%	100%	-	-	-	-	-	100%	71.2%	-	100%	-	-									
	*2019-20 & *2020-21																						
	2021-22	50%	50%	0	-	-	-	100%	50%	57.4%	-	100%	50%	33%									
*no end of KS date due to Coronavirus pandemic																							
% of children at expected standard or above by pupil group during the academic year 2021/22	<p>The ASP report shows the following percentage of children who achieved the expected standard or above at the end of KS2 2021/22 in reading, writing and maths combined</p> <table border="1"> <thead> <tr> <th>Background</th> <th>School</th> <th>Nationally</th> </tr> </thead> <tbody> <tr> <td>English first language</td> <td>58%</td> <td>59%</td> </tr> <tr> <td>English additional language</td> <td>47%</td> <td>59%</td> </tr> </tbody> </table>														Background	School	Nationally	English first language	58%	59%	English additional language	47%	59%
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Participation in the school council by ethnic background.	<p>The school council has 26 school councillors. They are elected by the children.</p> <p>July 2022 – 98% of the school council was White British. Dec 2022 – 90% of the school council was White British.</p>																						
Percentage of children with disabilities and medical conditions	<p>July 2021 – 0.72% of pupils had a disability & 10.07% of pupils had a medical condition. July 2022 – 0.83% of pupils had a disability & 9.13% of pupils had a medical condition.</p> <p>Guidance documentation indicates that 15% to 20% of the population has a disability. The school carries out an on entry survey of all pupils to ensure that all disabilities are identified and appropriately supported.</p>																						
Percentage of children who have received free school meals at any time since starting school.	<p>July 2021 – 13.01% Pupil Premium July 2022 – 12.94% Pupil Premium</p> <p>This figure is lower than the national average (20.8% in June 2021).</p>																						
School Deprivation Indicator (IDACI)	<table border="1"> <tbody> <tr> <td>2020</td> <td>School 0.08</td> <td>National 0.21</td> </tr> <tr> <td>2021</td> <td>School 0.08</td> <td>National 0.18</td> </tr> <tr> <td>2022</td> <td>School 0.08</td> <td>National 0.18</td> </tr> </tbody> </table> <p>The income deprivation affecting children index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families in different local areas (called 'lower-layer super output areas', or LSOAs) across England. Each LSOA has on average 1,500 residents or 650 households. Each LSOA gets an IDACI score of between 0 and 1 (for example, a score of 0.38 would mean that 38% of children aged 0 to 15 live in income deprived families in that area).</p>														2020	School 0.08	National 0.21	2021	School 0.08	National 0.18	2022	School 0.08	National 0.18
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Religions within the school	<p>July 2021: Christian 45%, Hindu 2.9%, Muslim 1.6%, Sikh 1.3%, Other religion/faith 1.9%, no religion 47.3%</p> <p>July 2022: Christian 44.8%, Hindu 2.7%, Muslim 1.1%, Sikh 0.5%, Other religion/faith 1.4%, no religion 48.4%</p> <p>The school is obliged to study a major religion in addition to Christianity. The school has chosen to study Hinduism and Islam.</p>																														
Participation in after school clubs provided by the school during the academic year 2021/22	<table border="1"> <thead> <tr> <th></th> <th>Girls</th> <th>Boys</th> <th>White British</th> <th>Special Educational Needs</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>Basketball</td> <td>45%</td> <td>55%</td> <td>85%</td> <td>0%</td> <td>10%</td> </tr> <tr> <td>Dodgeball</td> <td>5.6%</td> <td>94.4%</td> <td>77.8%</td> <td>27.8%</td> <td>11%</td> </tr> <tr> <td>Multisports</td> <td>47.4%</td> <td>52.6%</td> <td>75.0%</td> <td>15.8%</td> <td>5.3%</td> </tr> <tr> <td>Streetdance</td> <td>85%</td> <td>15%</td> <td>80.0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p>*Clubs did not take place from 23.3.20 until end of July 2021 due to the pandemic.</p>		Girls	Boys	White British	Special Educational Needs	FSM	Basketball	45%	55%	85%	0%	10%	Dodgeball	5.6%	94.4%	77.8%	27.8%	11%	Multisports	47.4%	52.6%	75.0%	15.8%	5.3%	Streetdance	85%	15%	80.0%	0%	0%
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Survey feedback on bullying, July 2022	<p>Survey Question: The school deals effectively with bullying.</p> <p>62 responses: 13 no experience, 25 strongly disagree, 12 disagree, 9 agree, 3 strongly agree.</p> <p>In summary, of the parents who responded to this question, 60% disagreed or strongly disagreed that the school deals effectively with bullying, 19% agree or strongly agree that the school deals effectively with bullying and 21% did not know.</p>																														
Reported incidents of bullying during 2021/22.	Unable to source recorded bullying incidents over academic year 21-22 apart from 6 incidents of racial language (Perpetrators: Y3 – 2, Y4 – 1, Y5 – 1, Y6 – 2)																														
Exclusions 2020/21 2021/22	<p>Total of 10 occasions.</p> <p>Total of 11 occasions.</p>																														
Sanctions and rewards	The school's behaviour policy ensures that all pupils are rewarded for good behaviour with Dojo points and a weekly 'WoW' assembly with certificates. All parents and carers are aware of rewards and sanctions.																														

Equality Objectives

Appendix B

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

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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 school council
- staff survey
- 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):

Objective 1: Further diminish the differences in achievement between vulnerable groups and other children.

Objective 2: To further develop strategies that will prepare children for life in a diverse society including fostering respect for the differences between people.

Objective 3: To improve access to ensure adults and children are able to easily move around all areas in the school.

Key Task	Action	To be completed by	Monitoring
Further diminish differences in achievement between vulnerable groups and other children.	<ul style="list-style-type: none"> • Ongoing monitoring and assessment by teachers. • Pupil progress meetings. • Teachers' accountability for children in class. • Interventions impactful. • Pupil premium and SEND children receiving focused support. 	<p>Ongoing basis</p> <p>At least termly</p> <p>Ongoing basis</p> <p>At least termly</p> <p>Ongoing basis</p>	<p>Ongoing monitoring by Governing Board.</p> <p>Headteacher's report to governors.</p>

<p>To further develop strategies that will prepare children for life in a diverse society including fostering respect for the differences between people.</p>	<ul style="list-style-type: none"> • Evaluate children’s attitudes to diversity at the beginning of each school year and plan appropriate action. • Audit resources to ensure that they reflect community diversity. • Celebrate diversity in the local community eg., visitors and events. • Monitor composition of the school community in terms of religion and revise the RE curriculum as appropriate. • Assemblies and PSHE celebrating diversity. • Provision of resources representing diversity (eg., books) 	<p>Annually</p> <p>Annually</p> <p>Throughout the year</p> <p>Termly Census times</p> <p>Throughout the year</p> <p>Termly</p>	<p>Link governors to monitor when visiting leaders in school.</p> <p>Headteacher’s report to governors</p>
<p>To improve access to ensure adults and children are able to easily move around all areas in the school.</p>	<ul style="list-style-type: none"> • Continue to write individual PEEPs for known individuals and review these regularly. • Review generic PEEPs for physically disabled visitors: wheel chair and non-wheelchair. 	<p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing monitoring by Governing Board.</p>

Qualitative information

The school has published various policies on the school’s website www.fourlanes-jun.hants.sch.uk These policies evidence the school’s commitment to the principles outlined in this policy and the public sector equality duty. **Date of publication of this appendix: January 2023.**

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