



**Warren Park Primary School Equality Policy  
(including Equality Information and Objectives)**

<b>Last Review:</b>	January 2024	<b>Next Review:</b>	Review: January 25 Re-publication: Jan 26
<b>Review Cycle:</b>	4 Yearly	<b>Reviewed and Ratified by FGB:</b>	15 <sup>th</sup> January 2024
<b>Chairpersons signature:</b>	<i>[Handwritten Signature]</i>		

**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**

Hampshire is a large and diverse county with over a million residents living within both rural and urban areas. The school serves a community of high social deprivation, where almost 48% of children are in receipt of pupil premium funding.

The demographic for the Havant area can be found at:

<http://documents.hants.gov.uk/Research/EqualityandDiversityFactsheet-Havant.pdf>

The Index of Multiple Deprivation has ranked Warren Park Primary as being situated in the most deprived ward in Hampshire.

## **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.

## **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, keep them under regular review and evaluate progress towards achieving them within the governing body monitoring schedule.

### **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 approved by the Governing Body: January 2022**

**Date for policy review: January 2026**

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or 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 parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

### Pupil-related data

Up to Key stage 2 basic characteristics trends						
Breakdown	2020		2021		2022	
	School	National	School	National	School	National
Number on roll	419	281	421	278	421	277
Male %	49.6	50.9	50.1	50.9	49.9	50.9
Female %	50.4	49.1	49.9	49.1	50.1	49.1
Ever 6 FSM %	41.1	22.7	42.5	24.9	45.1	25.5
Minority ethnic groups %	4.5	34.3	4.3	34.4	4.5	35.2
SEN EHCP %	1.2	1.8	1.4	2.1	2.9	2.3
SEN support %	33.4	12.8	32.5	12.6	29.5	13.0
English additional language %	1.9	21.3	1.7	21.0	1.9	21.3
Stability %	93.0	80.9	90.0	81.7	89.8	81.0
School deprivation indicator	0.35	0.21	0.28	0.18	0.28	0.18

This data includes all absences reported during the 2021/22 academic year (autumn term 2021, spring term 2022 and summer term 2022).

Absence							
Breakdown	No. of enrolments in the school	Sessions missed due to absence					
		School %	National %	Persistent absentees - absent for 10% or more sessions			
				No. of enrolments that are persistent absentees	School %	National %	
All pupils	366	7.2	6.3	88	24.0	17.7	
Male	182	6.5	6.4	38	20.9	18.1	
Female	184	7.9	6.2	50	27.2	17.3	
Ever 6 FSM	172	8.5	8.4	56	32.6	30.2	
Non-Ever 6 FSM	194	6.0	5.5	32	16.5	12.7	
SEN EHCP	11	11.8	9.7	3	27.3	31.3	
SEN support	108	9.2	8.0	36	33.3	26.2	
No SEN	246	6.1	5.9	49	19.9	15.6	
English first language	361	7.2	6.3	88	24.4	17.6	
English additional language	5	4.6	6.1	0	0.0	18.0	

Exclusions												
Breakdown	Permanent exclusions			Suspensions			Pupils with 1 or more suspensions			Pupils with 2 or more suspensions		
	No of Permanent Exclusions	School %	National %	No of Suspensions	School %	National %	No. of pupils	School %	National %	No. of pupils	School %	National %
All pupils	0	0.00	0.02	0	0.00	1.42	0	0.00	0.68	0	0.00	0.30
Male	0	0.00	0.03	0	0.00	2.39	0	0.00	1.12	0	0.00	0.51
Female	0	0.00	0.00	0	0.00	0.42	0	0.00	0.21	0	0.00	0.08
Ever 6 FSM	0	0.00	0.04	0	0.00	3.54	0	0.00	1.63	0	0.00	0.76
Non-Ever 6 FSM	0	0.00	0.01	0	0.00	0.80	0	0.00	0.40	0	0.00	0.16
SEN EHCP	0	0.00	0.13	0	0.00	13.75	0	0.00	6.00	0	0.00	3.34
SEN support	0	0.00	0.08	0	0.00	6.27	0	0.00	2.80	0	0.00	1.37
No SEN	0	0.00	0.00	0	0.00	0.35	0	0.00	0.21	0	0.00	0.05
English first language	0	0.00	0.02	0	0.00	1.66	0	0.00	0.77	0	0.00	0.35
English additional language	0	0.00	0.01	0	0.00	0.56	0	0.00	0.33	0	0.00	0.11

## Phonics year 1 attainment by pupil group

Phonics year 1 attainment by pupil group								
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark	
							School	National
All pupils	60	5	9	46	77	75	33	32
Male	33	5	4	24	73	72	34	32
Female	27	0	5	22	81	79	33	33
Disadvantaged	24	3	5	16	67	80	30	33
Other	36	2	4	30	83	80	35	33
SEN EHCP	3	2	0	1	33	N/A	37	N/A
SEN support	14	2	5	7	50	N/A	23	N/A
No SEN	43	1	4	38	88	82	36	34
English first language	59	5	9	45	76	N/A	33	N/A
English additional language	1	0	0	1	100	N/A	40	N/A

## Key stage 1 additional reports

### Reading attainment by pupil group

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	60	10	18	72	67	22	23	7	9
Male	23	9	16	70	63	26	24	4	11
Female	37	11	20	73	71	19	22	8	7
Disadvantaged	26	4	21	62	72	27	20	12	7
Other	34	15	21	79	72	18	20	3	7
SEN EHCP	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEN support	18	0	N/A	33	N/A	44	N/A	22	N/A
No SEN	42	14	21	88	75	12	21	0	4
English first language	60	10	N/A	72	N/A	22	N/A	7	N/A
English additional language	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Writing attainment by pupil group

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>All pupils</b>	60	2	8	58	58	33	31	8	10
Male	23	0	6	52	52	39	34	9	13
Female	37	3	10	62	64	30	28	8	8
Disadvantaged	26	0	10	46	63	38	28	15	8
Other	34	3	10	68	63	29	28	3	8
SEN EHCP	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEN support	18	0	N/A	17	N/A	61	N/A	22	N/A
No SEN	42	2	9	76	66	21	29	2	5
English first language	60	2	N/A	58	N/A	33	N/A	8	N/A
English additional language	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### Maths attainment by pupil group

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
<b>All pupils</b>	60	13	15	65	68	33	24	2	7
Male	23	17	18	70	68	26	22	4	8
Female	37	11	12	62	67	38	26	0	6
Disadvantaged	26	8	18	46	73	54	21	0	5
Other	34	18	18	79	73	18	21	3	5
SEN EHCP	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SEN support	18	0	N/A	28	N/A	72	N/A	0	N/A
No SEN	42	19	17	81	75	17	21	2	3
English first language	60	13	N/A	65	N/A	33	N/A	2	N/A
English additional language	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



## Key stage 2 headline measures

This is final 2021/22 data.

### Progress in reading, writing and maths

#### Reading

Number of pupils = 60

Pupils with adjusted scores = 0

Progress score	<b>2.83</b>
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Confidence interval  
1.2 to 4.4

#### Writing

Number of pupils = 59

Pupils with adjusted scores = 0

Progress score	<b>1.06</b>
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Confidence interval  
-0.5 to 2.6

#### Maths

Number of pupils = 59

Pupils with adjusted scores = 0

Progress score	<b>2.09</b>
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Confidence interval  
0.6 to 3.6

## Key stage 2 disadvantaged

This is final 2021/22 data.

### Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	<b>1.30</b>	<b>-0.30</b>	<b>0.70</b>
Confidence interval	-1.0 to 3.6	-2.5 to 1.9	-1.5 to 2.9
Number of disadvantaged pupils	29	28	28
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.41	0.39	0.54
National average for disadvantaged pupils	Like-for-like <b>-0.83</b>	Like-for-like <b>-0.76</b>	Like-for-like <b>-1.15</b>

## Key stage 2 headline reports

### Reading progress and attainment by pupil group

Breakdown	Key stage 2 reading by pupil group											
	Reading progress						Reading attainment					
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
<b>All pupils</b>	60	2.83	0.04	2.83	0.00	60	83	75	42	28	106.5	104.8
Male	33	2.18	-0.75	2.18	-0.80	33	82	70	33	23	105.9	103.7
Female	27	3.62	0.86	3.62	0.84	27	85	80	52	33	107.2	105.9
Disadvantaged	29	1.30	0.41	1.30	0.38	29	76	80	28	33	104.2	105.8
			Like-for-like <b>-0.83</b>		Like-for-like <b>-0.89</b>			Like-for-like <b>62</b>		Like-for-like <b>17</b>		Like-for-like <b>102.2</b>
Other	31	4.27	0.41	4.27	0.38	31	90	80	55	33	108.7	105.8
SEN EHCP	2	-0.72	N/A	-0.72	N/A	2	50	N/A	0	N/A	108.0	N/A
SEN support	14	0.14	N/A	0.14	N/A	14	43	N/A	7	N/A	98.3	N/A
No SEN	44	3.85	0.51	3.85	0.49	44	98	84	55	33	108.9	106.2
Non-mobile	59	2.85	0.09	2.85	0.05	59	83	76	41	29	106.4	105.0
English first language	60	2.83	N/A	2.83	N/A	60	83	N/A	42	N/A	106.5	N/A
English additional language	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A

## Writing progress and attainment by pupil group

Key stage 2 writing by pupil group										
Breakdown	Writing progress					Writing attainment				
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth	
		School	National	School	National		School %	National %	School %	National %
<b>All pupils</b>	59	1.06	0.05	1.06	0.00	60	70	69	7	13
Male	33	0.65	-0.77	0.65	-0.83	33	64	63	6	10
Female	26	1.59	0.89	1.59	0.87	27	78	76	7	16
Disadvantaged	28	-0.30	0.39	-0.30	0.36	29	55	75	0	16
			Like-for-like		Like-for-like			Like-for-like		Like-for-like
			<b>-0.76</b>		<b>-0.83</b>			<b>55</b>		<b>6</b>
Other	31	2.30	0.39	2.30	0.36	31	84	75	13	16
SEN EHCP	2	-2.39	N/A	-2.39	N/A	2	50	N/A	0	N/A
SEN support	13	-0.23	N/A	-0.23	N/A	14	14	N/A	0	N/A
No SEN	44	1.60	0.58	1.60	0.55	44	89	80	9	15
Non-mobile	58	1.18	0.10	1.18	0.06	59	69	71	7	13
English first language	59	1.06	N/A	1.06	N/A	60	70	N/A	7	N/A
English additional language	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A

## Maths progress and attainment by pupil group

Key stage 2 maths by pupil group												
Breakdown	Maths progress					Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
<b>All pupils</b>	59	2.09	0.04	2.09	0.00	60	80	71	17	22	103.8	103.8
Male	33	3.49	0.83	3.49	0.79	33	79	72	24	25	104.4	104.3
Female	26	0.32	-0.79	0.32	-0.82	27	81	71	7	20	103.1	103.3
Disadvantaged	28	0.70	0.54	0.70	0.52	29	72	78	17	27	101.8	105.0
			Like-for-like		Like-for-like			Like-for-like		Like-for-like		Like-for-like
			<b>-1.15</b>		<b>-1.21</b>			<b>56</b>		<b>12</b>		<b>100.8</b>
Other	31	3.35	0.54	3.35	0.52	31	87	78	16	27	105.6	105.0
SEN EHCP	2	11.47	N/A	11.47	N/A	2	50	N/A	0	N/A	101.0	N/A
SEN support	13	1.57	N/A	1.57	N/A	14	43	N/A	7	N/A	97.5	N/A
No SEN	44	1.82	0.42	1.82	0.40	44	93	81	20	27	105.8	105.1
Non-mobile	58	2.16	0.11	2.16	0.08	59	80	73	15	23	103.7	104.0
English first language	59	2.09	N/A	2.09	N/A	60	80	N/A	17	N/A	103.8	N/A
English additional language	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A

## Reading, writing and maths combined attainment by pupil group

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher		Achieving at a higher standard	
		School %	National %	School %	National %
<b>All pupils</b>	60	68	59	5	7
Male	33	64	55	6	6
Female	27	74	63	4	9
Disadvantaged	29	55	66	0	9
			Like-for-like		Like-for-like
			<b>43</b>		<b>3</b>
Other	31	81	66	10	9
SEN EHCP	2	50	N/A	0	N/A
SEN support	14	14	N/A	0	N/A
No SEN	44	86	69	7	9
Non-mobile	59	68	60	5	7
English first language	60	68	N/A	5	N/A
English additional language	0	N/A	N/A	N/A	N/A

## **Staff data**

This school has less than 150 staff. The Governing Body is therefore not required to publish staff data.

## **Qualitative information**

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

- Attendance pledge
- Behaviour policy
- Anti-bullying Policy
- Child protection Policy
- Safeguarding Policy
- SEND Policy

We have strategies in place to promote the participation of pupils in decision making and in making a positive contribution to school life. We embed equality and inclusion into these strategies so that learners from diverse backgrounds are involved in shaping provision and improving practice.

- Representation on the school council by democratic election
- Additional support for hard to reach groups through our Well-being Team
- Liaison with outside agencies to further support children with specific needs or disabilities, including looked after children

Spiritual, Moral, Social and Cultural development is inherent in daily life at our school. We provide many opportunities for personal development to enable pupils to develop confidence and attitudes to continually adapt and contribute in a changing world. We endeavour to ensure that our children are fulfilled, happy and able to build positive relationships now and in the future. We teach detailed programmes of Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) and Religious Education (RE) in school which help to strengthen pupils' understanding of our diverse society. We promote tolerance, friendship and an understanding of different cultures through our curriculum and values.

**Date of publication of this appendix:** January 2022

**Date for review and re-publication:** January 2026

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

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

- 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, we have set ourselves the following objectives as internal data shows these groups to still be at risk:

Objective 1:

To ensure that the National Tutoring Programme and Pupil Premium and Recovery Strategy diminish gaps in attainment between disadvantaged children and non-disadvantaged children.

Objective 2:

To ensure that opportunities to celebrate positive role models from diverse backgrounds are maximised within our school environment and curriculum.

Objective 3:

To challenge any form of prejudice, racism or sexism which contradicts this policy. This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all.

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