



# Morelands Primary School

*With Resourced Provisions For Children with Autism  
And Speech, Language & Communication*

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## Equality Policy

<b>Reviewed by:</b>	<i>Mr Stephen Bilbe</i>	<b>Responsibility:</b>	Richard Gridley
<b>Last Review:</b>	June 2023	<b>Next Review:</b>	June 2027

### **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**

**Morelands is in Crookhorn. A small suburb within Havant. The demographic is largely white British but over the last 12 months we have seen an increasing number of children who speak Malayalam as their first language.**

**The number of special needs in our school is above average, largely due to having two resourced provisions but also due to a large number of EHCPs amongst our younger children. The local authority SEND team asked to place with us as there were not enough spaces within the local special schools.**

**The school has children from a number of religions including, Christianity, Islam, Jehovah Witness and Hindu.**

**There are a small number of children who have one or both parents in the Forces and children who are looked after either by extended family or by foster carers.**

**We will make provision for children who cannot climb the stairs when they reach year 5 and year 6.**

## **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
- We will use interpreting services to have letter and documentation translated where necessary.

## **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, 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

**Date approved by the Governing Body:** *June 2023*

**Date for policy review:** *June 2027*

## Equalities Information

## Appendix A

*NOTE: Governors may also wish to refer to the Governors workbook to support them to consider what information should be published.*

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	325	281	325	278	328	277
Male %	55.1	50.9	53.5	50.9	52.7	50.9
Female %	44.9	49.1	46.5	49.1	47.3	49.1
Ever 6 FSM %	21.8	22.7	23.1	24.9	29.3	25.5
Minority ethnic groups %	8.3	34.3	9.6	34.4	7.6	35.2
SEN EHCP %	6.2	1.8	5.8	2.1	7.0	2.3
SEN support %	13.5	12.8	13.8	12.6	14.0	13.0
English additional language %	4.0	21.3	4.3	21.0	4.9	21.3
Stability %	83.2	80.9	82.0	81.7	83.6	76.6
School deprivation indicator	0.17	0.21	0.17	0.18	0.15	0.18

## Absence

This data includes all absences reported during the autumn term 2021 and spring 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	291	6.2	6.3	51	17.5	18.2	
Male	157	6.4	6.4	26	16.6	18.5	
Female	134	6.0	6.2	25	18.7	17.9	
Ever 6 FSM	87	8.2	8.3	25	28.7	29.1	
Non-Ever 6 FSM	204	5.3	5.5	26	12.7	13.9	
SEN EHCP	19	6.5	9.9	6	31.6	31.5	
SEN support	43	6.5	7.9	8	18.6	26.1	
No SEN	229	6.1	5.9	37	16.2	16.2	
English first language	276	6.2	6.4	46	16.7	18.4	
English additional language	15	6.3	5.8	5	33.3	17.4	

## 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	50	16	18	42	67	44	23	14	9
Male	26	23	16	54	63	23	24	23	11
Female	24	8	20	29	71	67	22	4	7
Disadvantaged	20	5	21	20	72	55	20	25	7
Other	30	23	21	57	72	37	20	7	7
SEN EHCP	6	0	N/A	17	N/A	17	N/A	67	N/A
SEN support	8	0	N/A	0	N/A	63	N/A	38	N/A
No SEN	35	23	21	57	75	43	21	0	4
English first language	48	17	N/A	42	N/A	44	N/A	15	N/A
English additional language	1	0	N/A	100	N/A	0	N/A	0	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>	50	10	8	36	58	48	31	16	10
Male	26	12	6	42	52	31	34	27	13
Female	24	8	10	29	64	67	28	4	8
Disadvantaged	20	5	10	10	63	60	28	30	8
Other	30	13	10	53	63	40	28	7	8
SEN EHCP	6	0	N/A	0	N/A	17	N/A	83	N/A
SEN support	8	0	N/A	0	N/A	63	N/A	38	N/A
No SEN	35	14	9	51	66	49	29	0	5
English first language	48	10	N/A	38	N/A	46	N/A	17	N/A
English additional language	1	0	N/A	0	N/A	100	N/A	0	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>	50	8	15	38	68	58	24	4	7
Male	26	15	18	50	68	42	22	8	8
Female	24	0	12	25	67	75	26	0	6
Disadvantaged	20	0	18	15	73	75	21	10	5
Other	30	13	18	53	73	47	21	0	5
SEN EHCP	6	0	N/A	17	N/A	67	N/A	17	N/A
SEN support	8	0	N/A	0	N/A	88	N/A	13	N/A
No SEN	35	11	17	51	75	49	21	0	3
English first language	48	8	N/A	40	N/A	56	N/A	4	N/A
English additional language	1	0	N/A	0	N/A	100	N/A	0	N/A

## Key stage 2 headline reports

### Reading progress and attainment by pupil group

Key stage 2 reading by pupil group												
Breakdown	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>	49	-1.09	0.04	-1.13	0.00	49	63	75	20	28	103.0	104.8
Male	25	-4.17	-0.75	-4.25	-0.80	25	40	70	4	23	97.5	103.7
Female	24	2.12	0.86	2.12	0.84	24	88	80	38	33	108.9	105.9
Disadvantaged	12	-0.55	0.41	-0.55	0.38	12	58	80	25	33	103.2	105.8
		Like-for-like		Like-for-like				Like-for-like		Like-for-like		
			<b>-0.83</b>		<b>-0.89</b>			<b>62</b>		<b>17</b>		<b>102.2</b>
Other	37	-1.26	0.41	-1.32	0.38	37	65	80	19	33	102.9	105.8
SEN EHCP	5	-5.89	N/A	-5.89	N/A	5	0	N/A	0	N/A	88.0	N/A
SEN support	6	-3.04	N/A	-3.04	N/A	6	17	N/A	0	N/A	94.7	N/A
No SEN	38	-0.14	0.51	-0.20	0.49	38	79	84	26	33	105.1	106.2
Non-mobile	47	-1.40	0.09	-1.45	0.05	47	64	76	21	29	103.0	105.0
English first language	48	-0.94	N/A	-0.98	N/A	48	63	N/A	21	N/A	102.9	N/A
English additional language	1	-8.18	N/A	-8.18	N/A	1	100	N/A	0	N/A	104.0	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>	49	-1.16	0.05	-1.16	0.00	49	57	69	6	13	
Male	25	-2.38	-0.77	-2.38	-0.83	25	36	63	4	10	
Female	24	0.11	0.89	0.11	0.87	24	79	76	8	16	
Disadvantaged	12	-1.13	0.39	-1.13	0.36	12	50	75	8	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	37	-1.17	0.39	-1.17	0.36	37	59	75	5	16	
SEN EHCP	5	-4.49	N/A	-4.49	N/A	5	0	N/A	0	N/A	
SEN support	6	-0.92	N/A	-0.92	N/A	6	17	N/A	0	N/A	
No SEN	38	-0.76	0.58	-0.76	0.55	38	71	80	8	15	
Non-mobile	47	-1.15	0.10	-1.15	0.06	47	60	71	6	13	
English first language	48	-1.07	N/A	-1.07	N/A	48	56	N/A	6	N/A	
English additional language	1	-5.51	N/A	-5.51	N/A	1	100	N/A	0	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>	49	-2.26	0.04	-2.26	0.00	49	59	71	14	22	101.1	103.8
Male	25	-3.57	0.83	-3.57	0.79	25	44	72	8	25	98.0	104.3
Female	24	-0.90	-0.79	-0.90	-0.82	24	75	71	21	20	104.4	103.3
Disadvantaged	12	-5.08	0.54	-5.08	0.52	12	50	78	0	27	97.4	105.0
		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	37	-1.35	0.54	-1.35	0.52	37	62	78	19	27	102.4	105.0
SEN EHCP	5	-6.36	N/A	-6.36	N/A	5	0	N/A	0	N/A	92.0	N/A
SEN support	6	-3.69	N/A	-3.69	N/A	6	33	N/A	0	N/A	93.2	N/A
No SEN	38	-1.50	0.42	-1.50	0.40	38	71	81	18	27	102.6	105.1
Non-mobile	47	-2.29	0.11	-2.29	0.08	47	62	73	15	23	101.5	104.0
English first language	48	-2.34	N/A	-2.34	N/A	48	58	N/A	13	N/A	100.9	N/A
English additional language	1	1.41	N/A	1.41	N/A	1	100	N/A	100	N/A	113.0	N/A

**Date of publication of this appendix:** 23.5.2023

**Date for review and re-publication:** May 2027

### Equality Objectives

### Appendix B

*NOTE: Governors may also wish to refer to the Governors workbook to support them in determining what objectives should be set and published and how they should be worded to ensure they are specific and measurable.*

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:

- *insert the types of activities you have undertaken, such as:*
- *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 objective(s):

Objective 1:

To take direct action (including providing resources and and mentoring/counselling support) to remove inequalities between groups of pupils in their levels of achievement and progress. This will be reflected in pupil passports where appropriate.

Objective 2:

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.

Objective 3

To foster self esteem and respect for each person as an individual and to create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent racism and discrimination and encourage good relationships between different groups of people.

*NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.*