



Policy for Equality

Approved by	FGB
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Headteacher	<i>George Jeffers</i>

Signed... Steve Dunn..... Role...Vice CoG.....

Ownership: FGB

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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 achieve highly 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.

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 & 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

Stockbridge Primary & Pre School is a small, rural village school which draws children mainly from the catchment area and the area immediately outside of this, including up to approx. a fifth of its school population of service families from the Middle Wallop training base. We have an average of 138 children on roll during 2022-23 academic year, 6% of these are Ever6 children who either now or in the previous 6 years have claimed for Free School Meals. 30% are pupil premium which includes all Ever6 children and service children.

We have 2 PLAC children; 1 under a special guardianship order and 1 adopted.

The pre-school can accommodate up to 48 children on roll – there are currently 30 with 1 child in receipt of a funded 2 year old place which is an indicator for Early Years Pupil Premium.

As part of our commitment to Every Child Matters and providing and recognising the broad range of staff, parent and children's talents, we provide a wide range of extra-curricular provision to cater for as broad a range as possible. Clubs include traditional sports based ones such as football and tennis but also include web journalism and programming for ICT, craft and design, gardening club, cooking club, nature detectives amongst others.

Currently, 52% of our school are girls however, this has not been the picture in latter years where there has been a significant imbalance of boys to girls; in 2019-20, there were 70% boys. In Year 4 & 5 particularly, this is still the case with just 20% girls in Year 5 for example.

Principles

We see all pupils, potential pupils, their parents and carers, and staff as of equal value. We

recognise and respect difference and encourage children to look for similarities before differences. We are guided by a number of principles:

1. Whether or not they are disabled
2. Whatever their ethnicity, culture, national origin or national status
3. Whatever their gender and gender identity
4. Whatever their religious and non-religious affiliation or faith background
5. Whatever their sexual orientation
6. Whatever their marital status
7. Whether they are currently pregnant or have recently given birth
8. Whatever their age
9. Whatever the families position is within the community

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 these choices.
- **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. 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

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.

- 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 'Chat About' parent forum representation and for staff, through staff governor representation and at staff meetings. Where necessary and appropriate, we will consult more widely with specific groups.

- We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups. Our curriculum is designed around 4 drivers; active learning, enterprise, multi-culturalism and outdoor learning, all of which require us in every topic to extend children's learning and experiences of all stakeholders into a community which is broader than just the school.

- 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.

- 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 and the engagement we have been involved in.

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

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, religion and belief and sexual orientation).

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

- involvement of the school council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations
- parents evenings with a parenting focus
- curriculum events for parents only so that their child's learning can be explained and modelled
- Health & Safety walk with a focus on DDA and accessibility issues

Pupil-related data

Information	Evidence and commentary																									
Equality of attainment in all 3 core areas (RWM)	<p>In 2023-24, KS2 outcomes for boys and girls were</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Attainment @ ARE</th> <th colspan="2">Attainment @ GDS</th> </tr> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69%</td> <td>79%</td> <td>31%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>85%</td> <td>100%</td> <td>15%</td> <td>40%</td> </tr> <tr> <td>Maths</td> <td>54%</td> <td>80%</td> <td>15%</td> <td>20%</td> </tr> </tbody> </table> <p>The gap between boys and girl's achievement is not statistically significant when the context of 6 boys of the 13 who sat SATs were on the SEN register, 3 of them with EHCPs. Their individual results and progress from starting points at KS1 was very significant.</p> <p>The results do show an uncomfortable discrepancy between the amount of girls achieving greater depth in writing compare to the boys and in maths the gap between boys and girls at ARE is also too large with boys significantly underperforming.</p>		Attainment @ ARE		Attainment @ GDS			Boys	Girls	Boys	Girls	Reading	69%	79%	31%	33%	Writing	85%	100%	15%	40%	Maths	54%	80%	15%	20%
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Maths	54%	80%	15%	20%																						
Attendance by gender Sept 2023 – July 2024	<p>Attendance of girls – 95.9%</p> <p>Attendance of boys – 96.27%</p>																									
Diversity of faith is under-represented in our community	<p>Whilst we have 1 family who follow another belief structure, 2 families who have children with English as an additional language where the mother tongue spoken at home is not English and no families with differing ethnicities. This is the extent of our diversity in terms of culture, faith and belief.</p>																									

Prejudicial language return	In the late spring of 2024, we submitted our annual return to HCC on prejudicial language. Whilst small, we have seen a rise in cases of prejudicial language and homophobic language being used as forms of peer on peer abuse within our older year groups. We have taken steps through our curriculum offer and targeted intervention support for the older year groups to combat this and, at the point of publication of these revised objectives in February 2025, we have had no further incidents however, our largely mono-cultural population of families and children means we should continue to have this as a focus in our objectives for 2025-26.
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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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- 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:

- focus groups eg. service families
- parent questionnaires
- involvement of the student council
- learning council
- pupil questionnaires designed and led by pupils
- 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:

To ensure that children have access to understanding and knowledge of different beliefs, faith systems and structures and can compare and contrast this to their own lives so that they can show tolerance and respect towards others. Largely delivered through the RE, RPSHE and British Values learning.

Objective 2:

To ensure that boys attain at ARE in maths at the same level as girls and both groups do significantly better at each assessment point, in every year group, than in the previous years to ensure we maintain high standards of achievement across the school, not just in year 6.

Objective 3:

Educate children in neurodiversity, people's similarities and differences and what makes us each unique and celebrate this in our day to day school lives.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.