

Equality Policy (including Equality Information and Objectives)

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 schools. 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 schools' Employment 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, ie 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

Wallisdean Infant School

- Wallisdean Infant School is smaller than the average-sized primary school. Most pupils attend from the local area
- All pupils are taught in single-age classes.
- The proportion of disabled pupils and those with special educational needs is above the

national average.

- The proportion of disadvantaged pupils supported by the Pupil Premium is above the national average
- Most pupils are of White British heritage.

Wallisdean Junior School

- The great majority of pupils are from White British backgrounds.
- The proportion of pupils for whom English is an additional language is well below that seen nationally.
The proportion of disadvantaged pupils supported by the Pupil Premium is above the national Average
- The proportion of disadvantaged pupils supported by the Pupil Premium is above that found in most schools.

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

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, ie 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 (eg 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 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 schools are 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 schools comply 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 executive 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

Date approved by the Governing Body: March 2025

Date for policy review: Spring 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 Voice
- pupil voice through our School Council
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Date of publication of this appendix: March 2025

Date for review and re-publication: March 2026 (*annual*)

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 Voice
- pupil voice through our School Council
- 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:

Wallisdean Infant School

Objective	Actions	Timescale	How will we measure our success	Responsibility
A To continue to improve attainment of Disadvantaged children working at Expected and Greater Depth .	Monitor patterns of attendance. Pupil progress meetings. Set targets for children to accelerate progress. Pupil Premium strategy spending plan and analyse impact. Pupil Premium learning journeys. Pupil Premium lead monitoring, book scrutiny and learning walks. Research intervention highlighted by EEF to have greater impact on children’s progress. Provision map planning and monitoring. Track Pupil Premium support for whole child.	Review termly	Data analysis	Inclusion leader Classteachers
B To improve attendance % of those persistently absent through the work of our Parent Support	Monitor patterns of attendance. Attendance team meetings. Attendance policy. Attendance contracts. Recording on CPOMs.	Review half termly	Attendance data	EHT Attendance lead Parent support worker.

Worker, particularly Disadvantaged children	Parent Support Worker to work with families. Parent Support Worker to chase key children daily. Referral to outside agencies. Referral to parenting courses.			
C To improve % of children achieving Expected Standard in Year 1 phonics screening focussing on all groups.	Inset training on handwriting and Phonics Half termly Phonic assessments across KS1 Groupings for across KS1 RWI session every day in Year R and KS1 Working with HIAS English Starting Hampshire HIAS Phonics Support Programme Training for 2 x new TAs in Phonics including observing/team teaching groups and beginning to take a group. New staff to take a group Autumn 2 RWI learning walk by English Leader/DHT Governors visits focusing on Phonics RWI book/work scrutiny by English Leader Pupil progress meeting to identify and address any barriers with regards to Phonics Phonics booster groups Mock tests November and March Staff to introduce alien words to Year 1	Review half termly	Year 1 Phonics screening results June 2025	Y1 class teachers DHT (English Lead)

Wallisdean Junior School

Objective	Actions	Time-scale	How will we measure our success	Responsibility
A Improve/maintain standards and progress in KS2 to be at least in line with national averages for all groups.	Cohort contextual starting points document completed to support curriculum. On entry assess any prime gaps and adapt planning. English, Maths leaders and AHT to attend follow up whole school data project from Year 6 project. Pupil progress meetings: Adapt process to dig deeper into barriers and gaps to improve standards with a focus on Pupil Premium. Increase % of PP at Exceeding Maths Whole school actions linked to project. Autumn focus on arithmetic -being able to use a range of strategies and improving independence and pace. Spring and Summer focuses to follow based on project. Arrange HIAS support for validation English Whole school actions linked to project - Autumn focus on the introduction of unseen texts which the pupils independently read and answer questions about.	Review half termly	Data analysis	Inclusion leader Classteachers SLT

	<p>Spring focus to be in oracy/speaking and listening skills in English as well as across the wider curriculum. Summer term focus to follow based on the project. Arrange HIAS support for validation Raising expectations in relation to writing outcomes in topics</p>			
<p>B To improve attendance % of those persistently absent through the work of our Parent Support Worker particularly Disadvantaged children</p>	<p>Monitor patterns of attendance. Attendance team meetings. Attendance policy. Attendance contracts. Recording on CPOMs. Parent Support to Work with families. Parent Support Worker to chase key children daily. Referral to outside agencies. Referral to parenting courses.</p>	<p>Review half termly</p>	<p>Attendance data</p>	<p>EHT Attendance lead Parent Support Worker</p>
<p>C To continue to improve attainment of Disadvantaged children working at Expected and Greater Depth .</p>	<p>Monitor patterns of attendance. Pupil progress meetings. Set targets for children to accelerate progress. Pupil Premium strategy spending plan and analyse impact. Pupil Premium learning journeys. Pupil Premium lead monitoring, book scrutiny and learning walks. Research intervention highlighted by EEF to have greater impact on children's progress. Provision map planning and monitoring. Track Pupil Premium support for whole child.</p>	<p>Review termly</p>	<p>Data analysis</p>	<p>Inclusion leader Classteachers</p>

Date of publication: March 2025

Date for review and re-publication of objectives: March 2029 (four years)