

# Kempshott Infant School

“Learning Together, Achieving the Extraordinary!”



## Equality Statement

### 1. Introduction

At Kempshott Infant School we welcome our duties under the Equality Act 2010 as both a provider of education and an employer. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school irrespective of their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation.

We appreciate that a culture which promotes equality in relation to all protected characteristics; age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

**Kempshott Infant School is a place where everyone is welcome,  
differences are celebrated and everyone belongs!**

#### The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc.
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

#### This Single Equality Statement sets out how our school intends to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and those who do not
- and foster good relations between people who share a protected characteristic and those who do not

This will be achieved in a holistic and proactive way and in line with our duties under the Equality Act 2010. It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

The Statement is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents.

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.

Throughout this Statement, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

### **School Context**

Kempshott Infant school is a three form entry school on the outskirts of Basingstoke. Our staff profile of the school is predominately female with the exception of our Site Manager. The pupil profile at present is 56% boys and 44% girls.

Our pupil population is predominately White British. A very small percentage of our pupils have English as a second language. We currently have no pupils with refuge or asylum status. Our catchment area covers the Kempshott area, however approximately 40% of our pupils are out of catchment. The proportion of pupils receiving free school meals is below average.

### **Information gathering**

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information.

Some comparator detail is available from:

- the Hampshire Local information and statistics website  
<https://www.hants.gov.uk/aboutthecouncil/informationandstats>
- Perspective Lite
- Department for Education – national School Workforce Census data: <https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>

### **Publication of Quantitative equality information:**

For Pupils - No data used or published will enable public identification of any individual pupil. In accordance with DfE guidelines, if any data population is less than three, the data will not be published.

Pupil data will be interrogated by protected characteristic in relation to:

- attendance
- achievement and progression
- SEND
- complaints and incidents of discrimination or bullying

As we have less than 150 staff, we have no legal requirement to publish staff data.

The most recent statistical information collected by the school will be updated annually as part of the school's self-evaluation process

### **Using equality information**

#### **We use the information collected to:**

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future action.

#### **Current information shows us that:**

- Achievement in Key Stage 1 overall is above Hampshire and the school is performing significantly above national standards.
- At the end of Key Stage 1 achievement in Reading, Writing and Maths is in the top 10% of schools nationally (Inspection Data Summary Report - IDSR)
- Achievement in the Early Years Foundation Stage is above both Hampshire and National standards.

#### **Summary of Equality Objectives:**

- Boys attainment in Maths and Reading was above that of girls. Girl's attainment in Writing was above that of boys.
- Continue to monitor the attainment of vulnerable groups so that the attainment gap is closed between those children and all other children.

#### **The objective(s) set for the next four years is therefore to:**

- **Raise the equality of attainment to reduce the gap between all pupils and vulnerable group in all areas.**

This will be monitored by the Senior Leadership Team and Governing Body.

- **To narrow the gender gap for achievement in Reading, Writing and Maths.**

This will be monitored by the Senior Leadership Team and Governing Body.

- **To promote good attendance and reduce the number of children arriving late to school.**

This will be monitored by the Senior Admin. Officer and Head Teacher. All teachers will know which children in their class are attending well and how to support the parents of those who don't.

These objectives are published on the school's website and will be updated at least every four years. We will try to respond positively to any request made for a copy in another format.

## **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 gender and 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**

Kempshott Infant School is a Rights Respecting School where we regularly refer to the universal moral values set out in the UN Convention on the Rights of the Child (UNCRC). This gives us a strong set of shared moral values which are introduced to and developed with our school 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 understand 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 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

- 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 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. This also supports pupils' spiritual, moral, social and cultural (SMSC) development and the promotion of British Values, further nurturing and supporting equality.

**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**

An analysis of a broad range of evidence, information and data from a variety of sources will be made. We will consider the information we have collected about our school, where possible, in the context of National and County information.

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.

#### **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years (appendix A) based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

#### **10. We ensure the whole school community is aware of our commitment to equality.**

We ensure that any policies are available to parents in a manner best suited to their needs and specific policies are available on our website for the wider community to access.

#### **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 will**

- monitor the implementation of the Statement and the objective(s) to check progress and assess impact on staff, learners, parents and others
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information to be published annually and the objectives to be published every four years
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic

**The Head Teacher will**

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the Statement and objective(s)
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement

**The senior leadership team will**

- drive forward implementation of the Statement and action to achieve the objective(s)
- support staff to carry out their role in implementing this Statement
- provide effective leadership on equality issues
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimisation

**All staff will**

- recognise that they have a role and responsibility in their day-to-day work to
  - eliminate discrimination, advance equality and foster good relations
  - challenge inappropriate language and behaviour
  - tackle bias and stereotyping
  - respond appropriately to incidents of discrimination and harassment and report these
  - respond appropriately to the needs of pupils, parents, staff and others with protected characteristics and encourage pupils to do the same.
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

**Specific Roles:**

- The Head Teacher and the Governing Body will coordinate and monitor equality and diversity.
- The Head Teacher will deal with incidents of discrimination or harassment.
- SLT will monitor progress and attainment of learners from different groups and communities.
- The Head Teacher and Senior Admin. Officer will monitor recruitment and career progress of staff from different community groups.
- The Head Teacher and SENDCo will organise provision for reasonable adjustment and support for disabled learners.

## Appendix 1

### Equalities Information

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).

Information	Evidence and commentary
Pupils on roll 2022-2023 academic year =269	Boys 55% Girls 45%
Pupils with English as an additional language (EAL)	11%
Pupils with Special Educational Needs or Disability	14%
Pupils in receipt of Free School Meals or Pupil Premium	9%
Ethnicity groups for pupils in our school	27%
Attainment at the end of Key Stage 1 2023 by gender. Percentage of children achieving at least expected.	<b>Reading</b> Boys 92% Girls 83% <b>Writing</b> Boys 75% Girls 81% <b>Maths</b> Boys 96% Girls 81%

Newsletter and new parent evenings will promote the school as a place where wider family circles are encouraged to help. All volunteers continue to be meticulously DBS checked and given guidance on school expectations. Children work with different volunteers across the school to widen their experience of different individuals.

For further information, or to request this Statement in an alternative format, please contact the school office.

Linked policies:

- Behaviour Support Policy
- Child Protection Policy
- Code of Conduct
- Collective Worship Policy
- Complaints Procedure
- Curriculum Policies
- Health and Safety Policy
- Relationships & Health Education Policy (RHED)
- Recruitment Policy
- Pay Policy
- Safeguarding Policy
- School Improvement Plan
- Special Educational Needs and Disabilities Policy
- Staff Discipline & Grievance

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Review November 2027