



Equality Policy
(including Equality Information and Objectives)

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.

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 policy 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 document 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 policy is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this policy 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 in particular.

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 policy, '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 58% boys and 42% girls.

Our pupil population is predominately White British. A very small percentage (9%) 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 a large number of our pupils are out of catchment. The proportion of pupils receiving free school meals is below average.

Pupil Numbers	Total
Pupils at this school	269
Male	58%
Female	42%
Key Pastoral Factors	Total
Free School Meals	11%
EAL	10%
Pupil Premium	11%
SEN	15%
Ethnicity(not White British)	23%

Ethnicity	Total	First Language	%
Any other Asian background	1.5%	English	91%
Any other ethnic group	1%	Not obtained	1.1%
Any other mixed background	2%	Not known but believed to be English	1.0%
Any other white background	4%	Not known but believed to be other than English	0.7%
Bangladeshi	0.4%	Romanian, Moldavian, Moldovan	1.1%
Black - African	2%	Polish	1.5%
Black - Caribbean	0.4%	Panjabi	0.4%
Chinese	0.4%	Albanian	0.4%
Indian	4.5%	Telugu	1.1%
Gypsy / Roma	1%	Italian	0.4%
Pakistani	3%	Wolof	0.4%
White - British	77%	Urdu	0.7%
White and Asian	1.5%	Malayalam	0.7%
White and Black African	0.7%	Romanian	0.7%
White and Black Caribbean	0.7%	Nepali	0.4%
Information not yet obtained	0.4%	Ukrainian	0.4%

Staff

As the school with less than 150 staff, the Governing Body are not required to publish information in relation to their staff.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

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
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

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.

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

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.

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.

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.

Information and data may be included from, but is not limited to:

- Ofsted/ASP
- Perspective data
- Head Teacher's reports
- School policies
- Governor reports
- Parent/Pupil Questionnaires
- Department of Education – National School Workforce Census data
- Wider community feedback.

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.

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). We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

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.

The principles outlined in the policy 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 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 policy 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 policy and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the policy 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 policy

The senior leadership team will

- drive forward implementation of the policy and action to achieve the objective(s)
- support staff to carry out their role in implementing this policy
- 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 SENCo will organize provision for reasonable adjustment and support for disabled learners.

Equality Objectives

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).

Having referred to and analysed our equality information we have set ourselves the following objectives:

Objective 1 - Continue to promote good attendance for all children across our school, but in particular vulnerable groups and those who have persistent absence.

- ½ Termly monitoring of attendance of children in protected groups by Senior Admin Officer and Head Teacher.
- Teachers track attendance for their class and can offer support where needed.
- Inform Governors through termly HT report.
- Liaison with parents.

Objective 2 – Continue to monitor our attainment and progress in order to narrow the gap in attainment for any specific group.

- See activities within the Pupil Premium Strategy
- Termly assessment analysis
- Personal Learning Plan (PLP) reviews
- Provision map monitoring

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

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

Linked policies:

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| • Behaviour | • Relationships & Health Education Policy (RHed) |
| • Child Protection Policy | • Recruitment |
| • Code of Conduct | • Pay Policy |
| • Collective Worship Policy | • Safeguarding Policy |
| • Complaints Procedure | • School Improvement |
| • Curriculum Policies | • Special Educational Needs Policy |
| • Health and Safety Policy | • Discipline & Grievance |
| | • Pupil Premium Strategy |

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

Date approved by FGB: June 2026

Review June 2030