



Equality Statement

Agreed May 2025
To Be Reviewed May 2028

Castle Hill Infant School
Equality Statement
Article 8-protection and preservation of identity

1. Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever 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.

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

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

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 discrimination, harassment and victimisation
- advance equality of opportunity
- and foster good relations

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

2. School Context

Castle Hill Infant School is located in Basingstoke in Hampshire. The school is on the same site as Castle Hill Primary School (Greenbank Campus). The school grounds include a playground, no mow area and Forest School site. We have strong parental partnerships that ensure children get the best educational start and experience. The school community consists of children living in the local area and children who travel from out of catchment.

As a school we are committed to promoting high standards of achievement and behaviour through ambitious expectations where every child is valued and supported to achieve their very best. We are a Rights Respecting school and the children's rights form the central spine of the curriculum.

3. 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>
- RAISE online – provides an opportunity to compare against national data
- Perspective Lite
- Department for Education – national School Workforce Census data:
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/daticollections/swf/news/a0076945/school-workforce-census-data-published>

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
- SEN
- 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

4. 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 above national standards
- AT the end of Key Stage 1 achievement in reading is in the top 20% of school in the country (IDSR)
- Progress is good as pupils make at least good progress from their starting points and many make better than good progress
- Achievement in the Early Years Foundation Stage is above the national standards in line with Hampshire

Summary of Equality Objectives

- Children with English as a second language do not make age related expectations compared to their peers.
- Continue to monitor and improve attainment of disadvantaged pupils and children with English as a second language 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

- To narrow the attainment gap for disadvantaged and vulnerable groups
- To improve the attendance of disadvantaged and vulnerable children to be in line with the school attendance target of 97%

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.

5. Involvement of staff, pupils, and parents

a) Developing our Statement

We have tried to include the involvement of a diverse group of people to be instrumental in shaping our Single Equality Statement. We have strived to involve the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues for us to address but going forward we still have some work to do in this area.

b) Ongoing involvement

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so e.g. reasonable adjustments and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

We will always seek to involve learners, parents, staff and others in improving practice through:

- embed equality and inclusion into pupil voice strategies and staff and governor meetings
- provide support for 'hard to reach' groups, for example disengaged young people, looked after young people and disabled young people
- address under-representation where this is clearly evident
- involve learners, parents, staff and others in developing policy and practice where equality issues are key eg. bullying policies

5. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objective(s), using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Statement and our objective(s) every four years. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

6. Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are;

Learning and Curriculum Policy
Accessibility Plan
Collective Worship Policy
Behaviour Policy
Safeguarding Policy
SEN Policy
Complaints Procedure
Pay, Performance and Capability Procedure
Code of Conduct
Health and Safety Policies

7. 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

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