



# Equalities Policy

(including Equalities Information and Objectives)

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Approved By:		Date:	
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## **1 Introduction**

Henbury View First School welcomes 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 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. For staff and prospective staff, this policy should be read in conjunction with the Hamwic Equalities 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, 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**

- High proportion of White British pupils
- Below average levels of Special Educational Needs (SEN)
- Below average levels of pupils eligible for Pupil Premium

We collect equality information and this can be referenced in the appendices of this statement.

### **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 they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status
- 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 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 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 and follow the Hamwic Education Trust's Disability and Equality policy. 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 that 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 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. 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 (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 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. This policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

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

## **Appendix A 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, sexual orientation, religion and belief and sexual orientation).

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

- pupil questionnaires
- staff survey
- contact with parents representing pupils with particular protected characteristics.

## Pupil-related data

### Pupil Information – Henbury View First School Information for 2025-2026 academic year

	Number (whole school)	Attendance % (whole School)	Outcomes	Outcomes	Outcomes
Boys	79	96.7%			
Girls	65	96.7%			
EAL (English as an additional language)	2	94.3%			
SEN (Special Educational Needs)	17	96.8%			
FSM (Free School Meals)	12	95.5%			
EHCP (Education Health and care plan)	3	92%			
PLAC (Looked after Child)	2	96.5%			
Service children premium	6	97.7%			
Any other Asian Background					

Any other Ethnic Group					
Any other mixed background					
Any other white background	4				
Black Caribbean					
Chinese					
Indian					
Not yet obtained	20				
Other mixed background					
Other white British					
Pakistani					
White British	99				
White English	7				
White and any other ethnic group	1				
White and Asian	2				
White and Black African	1				
White and Black Caribbean	2				
White Eastern European	1				

**Further Performance Data can be found in the Statutory Information section on our Website.**

The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.



**Date of publication of this appendix: September 2025**

## Appendix B 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
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To 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 reassignment, 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:*

- *Involvement of the school council*
- *Staff, pupil and parent surveys*
- *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):

*Consider how you will track your objectives and the milestones towards achieving the objectives. TABLE INSERT example*

Objective	Milestones – how do we know we are making progress?	Final review
<b>Objective 1: To improve the attainment and progress in reading, writing and maths for disadvantaged pupils by fostering a culture of high expectations, aspirational learning and inclusive excellence.</b> <ul style="list-style-type: none"><li>• <i>Embed a whole school culture of high expectation s for all pupils.</i></li></ul>	<ul style="list-style-type: none"><li>• Baseline data completed and analysed for all disadvantaged pupils.</li><li>• Identify initial interventions.</li><li>• Mid year pupil progress review and pupil voice survey</li><li>• Meeting with parents to discuss potential barriers</li></ul>	

<ul style="list-style-type: none"> <li>• <i>Promote aspirational attitudes through targeted enrichment, mentoring and role models.</i></li> <li>• <i>High quality teaching and learning which is targeted.</i></li> <li>• <i>Strengthen parental engagement and partnerships to support learning beyond the classroom.</i></li> </ul>		
<p><b>Objective 2:</b>  <b>To reduce the attainment gap for disadvantaged pupils in Foundation by delivering inclusive, high quality early education that supports all areas of development, with a particular focus on communication, language, and personal, social and emotion skills.</b></p>	<ul style="list-style-type: none"> <li>• Identify disadvantaged pupils early using a broad definition (including SEND, EAL, low self-esteem, and limited life experiences).</li> <li>• Implement targeted interventions such as small-group language support, social skills development, and tailored phonics instruction.</li> <li>• Create a language-rich environment with high-quality adult-child interactions and opportunities for collaborative play.</li> <li>• Strengthen home-school partnerships through regular communication, workshops, and support for home learning.</li> <li>• Provide ongoing professional development for staff on inclusive teaching strategies and early childhood pedagogy.</li> </ul>	

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*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.*