



# Equalities Policy

(including Equalities Information and Objectives)

Prepared By: Jessica Rice

Approved By: FGB

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## Introduction

Sholing Infant 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

Our school is a 3 form entry infant school in Sholing on the outskirts of Southampton. In September 2025 we have 263 children on roll. Our pupils have a wide range of educational, medical and social needs. In September 2025 we had 13.6% of pupils on the SEND register, which is below the national average of 14.2%. We had 3.3% of pupils with which is below the national average of 5.3%. As of September 2025 we have 16.6% of pupils claiming free school meals, however this number often rises over the course of the school year. Our 16.6% is lower than the national average of 25.7%. Currently, September 2025, we have 15.5% of children with 12.1% of children who have EAL are on the SEND register currently. We currently have a roughly even split of boys and girls on roll.

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:

- School council questions
- parent questionnaires
- staff survey

Overall most parents and staff felt that we are currently meeting or partially meeting all of the aims above. All children in the school council said that they feel safe in school, one child said *'the teachers help you and make me feel safe'*. The children identified that adults in school would help them to make new friends if they needed help *'I made friends by myself but the adults help children who feel lonely on the playground'*. The children on the school council felt that all children are treated fairly and they mentioned the following things as examples of that:

*'when anyone does good writing then our teacher says well done.'*

*'we all get to move our name up and get a smiley if we are good.'*

*'or if people are making bad choices they move their name down but it is the same for all of us.'*

*'the teacher includes everyone in the learning and lets us all put our hand up to talk.'*



## Pupil-related data

Pupil Information – Sholing Infant School  
Information for 2024-2025 academic year

	Number (whole school)	Attendance % (whole School)	Outcomes Phonics screen	Outcomes Y2 reading outcomes	Outcomes Y2 writing outcome	Outcomes Y2 maths outcome
Boys	133	96.4%	72.5%	71.11%	48.9%	79.5%
Girls	140	96.1%	94%	88.64%	84%	81.82%
EAL (English as an additional language)	43	96.2%	100%	75%	62.5%	87.5%
SEN (Special Educational Needs)	47	94.7%	38.5%	36.8%	15.8%	42.11%
FSM (Free School Meals)	56	94.2%	57.1%	86.6%	60%	86.67%
EHCP (Education Health and care plan)	9	94.4%	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
LAC (Looked after Child)	3	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Service children premium	1	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group



Any other Asian Background	2	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group	Not reported due to small number of pupils in each group
Any other Ethnic Group	4					
Any other mixed background	6					
Any other white background	16					
Black Caribbean	1					
Chinese	0					
Indian	4					
Not yet obtained	3					
Other mixed background	0					
Other white British	4					
Pakistani	2					
White British	261					
White English	13					
White and any other ethnic group	2					
White and Asian	2					
White and Black African	4					
White and Black Caribbean	5					
White Eastern European	7					



**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**



Date for review and re-publication: September 2027

## 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:

- parent questionnaires
- involvement of the student council
- staff survey

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective	Milestones	Final review
<b>Objective 1:</b> To improve the outcomes for boys across all core subjects (reading, writing and maths) in Key Stage 1 and all prime and specific areas of learning in EYFS so that it is in line with	2024 data has improved on the previous year however this objective still needs to be a focus so that we can reduce the gap further. - Provision in EYFS was matched to the interests of boys to encourage their learning through play - Introduction of Little Wandle phonics means children not keeping up with the teaching has bespoke intervention to catch them up	



<p>the attainment of girls at Sholing Infant School.</p>	<ul style="list-style-type: none"> <li>- The gap in EYFS is significant so that will be a focus. Adaptations to provision in EYFS will be made throughout the year to meet the needs of the pupils and support them in making good progress.</li> <li>- Interventions planned carefully to meet the needs of the children.</li> <li>- Supporting PSED outcomes through o Explicit teaching of feelings that we experience, key focus on anger, frustration, sadness. <ul style="list-style-type: none"> <li>o Teach agreed actions that we can take when we experience these feelings</li> </ul> </li> <li>- agreed strategies for staff to model and children to replicate. Consistent agreed visual cues for these strategies alongside visual 'feelings' <ul style="list-style-type: none"> <li>o Support by visual displays around the school and in classrooms.</li> </ul> </li> <li>- Little Wandle interventions continued to run all year and children made good progress in the interventions, however phonics will continue to be a focus this year to continue to close the gap between girls and boys.</li> <li>- Provision in EYFS was matched to the interests of the children however the gap between boys and girls GLD has remained wide. There is significantly more girls than boys in this year group. This year there will be a focus on progression in continuous</li> </ul>	
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	<p>provision to ensure the children are making good progress and the gap between boys and girls will begin to close.</p> <p>Continued focus on mood monsters to support PSED development</p>	
<p><b>Objective 2:</b> To further develop strategies and opportunities that will prepare children for life in a diverse society including fostering respect for the differences between people and celebrate more the diversity within our community.</p>	<p>Ensure that the school vision and values are shared in assemblies</p> <ul style="list-style-type: none"> <li>- Ensure that diversity is celebrated in assemblies</li> <li>- School workforce is more diverse and adult role models reflect pupils in school.</li> <li>- Audit resources and ensure that resources across the curriculum reflect the diversity of modern Britain and pupils in our school.</li> <li>- Development of cross- curricular links throughout the curriculum to reflect the diversity in both our school and wider community.</li> <li>- Broaden our curriculum content to ensure that our teaching reflects achievements of people from a range of races/cultures, e.g. include the work of Mary Seacole as well as Florence Nightingale in history, include learning about the work of artists from a variety of backgrounds etc.</li> <li>- Mental health woven more directly into PSHE curriculum so that children know how they can ensure good mental health, know where to go for help if things start to go wrong or become difficult i.e. if diversity is not respected.</li> </ul>	



	<ul style="list-style-type: none"> <li>- CPD for staff to develop understanding of mental health within children.</li> <li>- Identify a governor to monitor the impact of the school's actions in terms of this target.</li> <li>- Resources in school including toys in EYFS and books in KS1 are more reflective of a diverse society</li> <li>- The school vision and values will continue to be shared through assemblies</li> <li>- Ensure music shared in singing assemblies is from a range of cultures</li> <li>- Curriculum enhancements such as visitors represent a diverse range of cultures and ethnic backgrounds.</li> </ul>	
<p><b>Objective 3:</b> To continue to review and improve arrangements and provision for pupils with disabilities in school, with a specific focus for children with an ASD or ADHD diagnosis, or those children that have been referred and are on the waiting list for assessment.</p>	<ul style="list-style-type: none"> <li>- There has been an increase in children with an ASD or ADHD diagnosis in school, as well as an increase of children that have been referred to CAMHS for assessment.</li> <li>- PECS has been introduced as a whole school approach and is being used in all classrooms.</li> <li>- Mood monsters consistently used across the school to support children understanding their emotions with opportunities for children to discuss with adults regularly.</li> <li>- 'Lunch bunch' reinstated and accessed by pupils who need support regulating themselves.</li> </ul>	



	<ul style="list-style-type: none"> <li>- 'Sensory circuits' intervention running in the morning to support pupils with ADHD or traits of ADHD settle into school in the morning.</li> <li>- ASD / ADHD register started including children waiting for assessment.</li> <li>- staff CPD to raise awareness of ASD presentation in girls has resulted in a higher number of girls being referred for assessment.</li> <li>- Sensory room will be updated so that children can access this when they need sensory regulation.</li> <li>- SENCo and teachers are working directly with external agencies to ensure sensory needs linked to ASD and ADHD are being met for specific pupils.</li> <li>- Attention Autism intervention running to ensure children with focus and attention needs are developing these skills.</li> </ul>	
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Sholing Infant School, Heath Road, Southampton, SO19 2QF  
t: 023 8044 7447 | e: [info@sholinginfantschool.org.uk](mailto:info@sholinginfantschool.org.uk) | [www.sholinginfantschool.co.uk](http://www.sholinginfantschool.co.uk)



Hamwic Education Trust, Unit E, The Mill Yard, Nursling Street, Southampton SO16 0AJ  
t: 023 8078 6833 | e: [info@hamwic.org](mailto:info@hamwic.org) | [www.hamwic.org](http://www.hamwic.org)

*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.*

