Federation of Hamworthy Primary Schools

Twin Sails Infant School & Nursery

and

Hamworthy Park Junior School

Equalities Policy

(including Equalities Information and Objectives)

Prepared By:	Donna Fox – Director of Education Primary		
Approved By:	LGC	**Date:**	September 2025
Start Date:	September 2025	**Review**	September 2027

1 **Introduction**

Hamworthy Federation (Twin Sails Infant School & Nursery and Hamworthy ark Junior 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

We collate equality information across the Federation 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:

- Parent consultation with Relationship and Health Education – materials
- Parent, staff and pupil HET school survey

Pupil-related data

Hamworthy Federation 2025

Pupil Information

	Twin Sails Infant School & Nursery			Hamworthy Park Junior School		
	TSI&N 2025	%	Attendance 24-25	HPJ 2025	%	Attendance 24-25
All children	315		94.7%	464		94.8%
Boys	161	51%	93.8%	244	53%	94.5%
Girls	154	49%	95.6%	220	47%	95.1%
Pupil Premium	46	15%	92.7%	138	30%	93.6%
Free School Meals	44	14%	90.9%	133	29%	93.2
Service	35	11%		45	10%	
Looked After Children	0	0%		4	1.3%	
Non Pupil Premium	269	85%		326	70%	
EAL	37	12%	95.5%	61	13%	95.2%
SEND	48	15%	91.5%	80	17%	93.6%
EHCP	15	5%		22	5%	

Twin Sails Infant School & Nursery 2025

Information Not Obtained	33	10.5%
English	11	3.5%
Other White	10	3.2%
Other White British	7	2.2%
Any Other Ethnic Group	6	1.9%
Other Black African	5	1.6%
White Eastern European	5	1.6%
White And Asian	4	1.3%
Asian - British	3	1%
White And Any Other Ethnic Group	3	1%
White European	3	1%
White And Black African	2	0.6%
Irish	2	0.6%
Indian	1	0.3%
Chinese	1	0.3%
Other Mixed Background	1	0.3%
White And Indian	1	0.3%
Afghanistani	1	0.3%
Gypsy/Roma	1	0.3%
White Western European	1	0.3%

Hamworthy Park Junior School 2025

Information Not Obtained	28	6%
English	16	3.4%
Other White	8	1.7%
White European	7	1.5%
Any Other White Background	6	1.3%
White And Black African	5	1.1%
Any Other Ethnic Group	5	1.1%
Other Black African	4	0.9%
White And Black Caribbean	4	0.9%
Any Other Asian Background	3	0.6%
White Eastern European	3	0.6%
Other White British	3	0.6%
Indian	2	0.4%
Asian And Chinese	2	0.4%
White And Any Other Asian Black	2	0.4%
White And Any Other Ethnic Group	2	0.4%
Afghanistani	2	0.4%
Gypsy/Roma	2	0.4%
Caribbean	1	0.2%
Filipino	1	0.2%
Other Ethnic Group	1	0.2%
Albanian	1	0.2%
Turkish	1	0.2%

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 23rd 2025

Date for review and re-publication: September 2028

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:

Indicate here the tactics you have used for consultation:

- Parent, staff and pupil annual surveys
- Parent feedback
- Analysis of behaviour incidents and concerns raised by children and parents

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

Objective	**Milestones – how do we know we are making progress?**	**Final review**
Objective 1: Where appropriate ensure materials for teaching represent a diverse range of backgrounds and faiths. **Diversity – race, religion,**	Review the curriculum design. Raise staff and subject leaders' awareness of diversity in their plans, teaching and materials. Assembly programme reflect a greater range of faiths and backgrounds Term by term – audit resources for teaching. Ask – where do pupils see themselves and their lives in the place that they learn? Communicate changes to parents – where possible publish this is a range of languages to ensure parents can access this information.	

Objective 2: To proactively address any use of derogatory action, including language, that is aimed at a pupil's protected characteristic, specifically, **Gender** and **Ethnicity**	Use electronic platform to collate data of prejudicial incidents as baseline, monitoring and analysis. Develop the assembly programme to raise awareness and educate against hate and prejudice. Pupil conferencing about any incidents that have taken place. Documentation review following incidents that have happened. Review the PHSE and Healthy Relationships curriculum Develop the work of the Language Ambassadors, Anti-bullying leads and House Captains to promote understanding and support for anti-prejudice campaigns. Evidence of the work completed by the school representatives, showing that the school is proactively addressing the use of derogatory action, including language, aimed at a pupil's protected characteristic.	
Objective 3: Increase the number of children with SEND or PPG attaining at least national expectations in reading across each year group phase. **Disability**	Early identification of those off track in Reading are swiftly actioned with catch up and support programmes. Tracking and use of monitoring and data information support teaching and support for readers are not yet fluent. Staff competently use phonics systems across subject teaching to embed pupils' competence in reading and writing. Data analysis, tracking, pupil conferencing and monitoring activities focus on children with SEND and eligible for PPG Apply the oracy framework particularly through the lens of the underserved to enable a love of book talk and comprehension. Children have confidence to articulate their thinking, actively participate and contribute to class discussions.	

Date of publication:
September 2025
Date for review and re-publication:
September 2028

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.