

# East Meon Church of England (Controlled) Primary School

## Equality Policy



Learning inspired by love, hope and courage.

Approved by Full Governors

Date: 24<sup>th</sup> September 2025

Reviewed by: Catherine Olver (Headteacher)

Next review due by: September 2026

## **Introduction**

We welcome 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 school's Employment Equality 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, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (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.

## **Principles**

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

### **1. 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 sex
- Whatever their 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

## **2. 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 understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- 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.
- Marriage and civil partnership – 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

## **3. 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

## **4. 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).

**5. 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.

**6. 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.

**7. 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.

**8. 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.

**9. 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.

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, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

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

- *insert the types of activities you have undertaken, such as:*
- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

### Pupil-related data

Number of pupils on roll at the school: \*\*

Age of pupils: 4 to 11

### Information on students by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all students are protected from discrimination, the school collects information on protected characteristics.

### Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of students:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group\*
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children

- Other vulnerable groups

\*based on the DfE definition of disadvantage: The DfE defines ‘Disadvantaged’ students as those who are:

*“...known to be eligible for FSM in the previous six years... or are looked after children for more than 6 months during the year.” From 2015, they also include “children who were looked after for at least one day during the year, or who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order”.*

This information is taken from the January 2025 census:

- Pupils eligible for Free School Meals (FSM): \*\*
- Pupils eligible for Pupil Premium Funding: 18
- Pupils with Special Educational Needs (SEN): 17
- Pupils with an EHCP: #
- Pupils with English as an Additional Language (EAL): #
- Young carers: 0
- Looked after children: #

*# Identifiable data not to be published due to low number of persons with characteristics ( 3 or below).*

Race/Ethnicity	% of pupils
White	100
Any other mixed background	0
Any other white background	0
Indian	0
Pakistani	0
White - Irish	0
White and Asian	0
White and Black African	0
White and Black Caribbean	0

### Staff data

As there are less than 150 employees at the school, the governing board is not required to publish equality data for staff.

## Appendix B – Equality Objectives

At East Meon Primary School, we are working towards the following three Equality Objectives:

*Objective 1: All pupils to attain and achieve well at East Meon Church of England Primary School.*  
We will make effective use of early identification and intervention strategies to support those pupils who enter school below a typical level of development to make rapid progress towards achieving typical levels of development expected for their age.

*Objective 2: All pupils, regardless of characteristic, will be supported to attain highly.*  
We will develop strategies to prevent an attainment and progress gap developing between protected groups (for example, disadvantaged and non-disadvantaged student, including pupil premium) and implement appropriate support for these pupil groups.

*Objective 3: Create a school sense of belonging based on high expectations and aspirations for all people within the school community.*  
We will raise staff and pupils' awareness to further promote equality of all groups within the school and wider community.

### General Principles and Duties

How do we aim to eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share protected characteristics and those who do not?	How do we foster good relations between people who share protected characteristics and those who do not?
<p>A clear admissions policy in line with statutory guidance. Recruitment procedures. Clear policies linked to any form of discrimination (see whole school policy list). Preparation for life through PSHE lessons and wider curriculum links. SMSC built into curriculum based around our Christian values of Hope, Love and Courage. Strong pupil voice.</p>	<p>Monitoring of achievement and progress of all groups of pupils including protected groups. Appropriate support and clear partnership working for all pupils with greater specificity for identified individuals. Equalities policy. Collective worship and PSHE lessons looking at national issues and current affairs.</p>	<p>Culture and ethos of the school built on mutual respect and understanding difference. Opportunities offered to all pupils and staff in an open and transparent way. Pupil, staff and parent questionnaires. Strong community links and projects with a range of different groups. Themed assemblies. Rigorous staff appraisal targets set to meet staff needs.</p>

<p>Building/environmental adaptations. Rigorous monitoring. Accessible and transparent complaints procedure Clear and consistent expectations of all staff and students in adhering to school policy and practice.</p>	<p>High-quality inclusive teaching methods to meet all pupils' needs. Providing pupils access to the full curriculum. Reports to the governing body including transparency around concerns or complaints.</p>	<p>Review of policies and practice by the Governing body. Whistleblowing policy.</p>
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The objectives will be reviewed regularly and updated at least every four years or sooner if appropriate.

### **Governance**

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