Equalities Policy

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.

School Context

Hart is a largely rural district situated in North Hampshire. In 2021 the total population of Hart was 99,408 people.

The English Indices of Deprivation 2019 (ID 2019) indicates that Hart is the least deprived English district local authority.

In the 2021 census, 92.5% of Hart residents identified their ethnic group as White. The next most common ethnic group (3.1%) was Asian, Asian British or Asian Welsh. 49.8% of Hart residents who responded to a question on religion or belief were Christian. The percentage of Hart residents who reported having 'No religion' was 41.1% in 2021.

Amongst pupils for whom English is an Additional language, EAL Data from the 2022 Hampshire County Council school census for pupils shows that the most common first language is Polish.

The age range of our school is 4–7. The school's Published Admissions Number (PAN) is 60 with two classes for each year group. From census information for the school year 2025-2026, 7.4% of pupils were EAL, 7.4% FSM (Free School Meals) and 10.7% of pupils received SEN support or had an EHCP. There were slightly more boys than girls in the school.

The school has female and male staff and Governing Body is made up of male and female governors.

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
- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

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

Date for policy review: ANNUAL

Equalities Information Appendix A

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:

- parent questionnaires
- involvement of the student council
- contact with parents representing pupils with particular protected characteristics
- contact with local community organisations, including Fleet Lions

Pupil Related Data

This data is based on the latest available data in September 2026. Some groups of pupils are 3 or fewer pupils so we do not publish data relating to these groups as it may allow individuals to be identified.

Please note that attainment data for Reading, Writing and Maths at KS1 is no longer published by the DfE.

<table>
<tr><td>Information
(from Perspective Lite)</td><td>Evidence and commentary</td></tr>
<tr><td>Working at the required standard in in Phonics in Year 1 2025-26 (%)</td><td>
<table>
<tr><th>Pupil Group</th><th>School</th><th>LA (Hampshire)</th></tr>
<tr><td>All Pupils</td><td>79.3</td><td>82.2</td></tr>
<tr><td>Boys</td><td>80</td><td>78.7</td></tr>
<tr><td>Girls</td><td>78.9</td><td>86.1</td></tr>
<tr><td>White British</td><td>77.8</td><td>82.2</td></tr>
<tr><td>Not White British</td><td>100</td><td>82.4</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td>Sessions missed due to absence Autumn and Spring terms 2025-2026 (%) [1]</td><td>
<table>
<tr><th>Pupil Group</th><th>School</th><th>National</th></tr>
<tr><td>All pupils</td><td>5.6</td><td>6.6</td></tr>
<tr><td>Boys</td><td>6.5</td><td>6.6</td></tr>
<tr><td>Girls</td><td>4.7</td><td>6.6</td></tr>
<tr><td>FSM</td><td>15.8</td><td>10.3</td></tr>
<tr><td>Not FSM</td><td>4.3</td><td>5.2</td></tr>
<tr><td>EAL</td><td>4.3</td><td>5.5</td></tr>
<tr><td>Not EAL</td><td>5.7</td><td>6.9</td></tr>
<tr><td>SEN EHCP</td><td>16.2</td><td>13</td></tr>
<tr><td>SEN Support</td><td>8.2</td><td>9.5</td></tr>
<tr><td>No SEN</td><td>4.9</td><td>5.5</td></tr>
</table>
</td></tr>
<tr><td>Headteacher Shining Stars awards by gender 2025-26</td><td>Boys 40 Girls 45</td></tr>
</table>

[1] Data not available for full year nationally at time of writing

Other information

Information	Evidence and commentary
Attendance at parents' evenings	100% of parents of children with SEND attended parents evening compared with 89% of parents of children without SEND

Analysis of Equality Information

Attainment

- Boys outperformed their national peers in Phonics but girls did not. This is not a trend replicated in past years.
- Other ethnicities performed better in phonics than our White British pupils – there is nothing here to indicate that academic achievement is impeded due to ethnic minority background.

Attendance

- Attendance by pupils with SEND is below that of non-SEND pupils, however this is for the most part due to children who require part time timetables due to their complex needs.
- School leaders, including governors, monitor the attendance of all pupil groups
- DSLs regularly review the attendance of pupil groups
- HT reports to governors include a standing item about the attendance levels of pupil groups – including an anonymised analysis of attendance levels of any targeted groups and any action taken.

Other information

- Parents' evenings are very well attended and the attendance by parents of SEND is excellent

Qualitative information

Our school ethos of 'Team Crookham' promotes the value of love for others. We work hard as a staff to nurture all our pupils and to prepare them well for the next stages of their lives.

Disability

Our first approach is the same for all pupils – with or without SEND – we get to know them as an individual and a valued member of our school 'Team Crookham'.

A key foundation of our teaching approach is to be as inclusive as possible. We are solution-focussed to enable all our pupils to engage in our broad and rich curriculum.

Ethnicity

The school subscribes to the EMTAS (Ethnic Minority and Traveller Achievement Service) from Hampshire. Using their specialist knowledge, they help us to improve educational outcomes for our pupils from Black, Minority Ethnic (BME) and Traveller heritages, including those learning English as an additional language (EAL).

We understand the importance of fostering open and productive relationships with parents, carers and children to remove barriers to learning. EMTAS provide expert advice, guidance and training to help raise attainment and close the performance gap for children and young people from BME and Traveller groups.

We also encourage our children to talk about their faiths and beliefs in their classes and assemblies where appropriate.

Gender

We monitor achievement by boys and girls throughout the school.

The school has published various policies on the school's website www.crookhaminfants.co.uk. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

The school has also published other information relevant to equalities on the equality pages of the school's website. This information includes details of current initiatives which the school is undertaking in respect of equalities.

Date of publication of this appendix: *October 2026*

Date for review and re-publication: *Annual*

Equality Objectives **Appendix B**

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

Objective 1: To improve outcomes for those children who are vulnerable, either through SEND or FSM status.

- 23 October 2026 INSET Day with training for all staff to support the learning styles of vulnerable children to ensure they have sufficient breaks during learning to enhance focus. The training will be sensory circuits.

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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.

Governance

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