

FLEET INFANT SCHOOL

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Equality Policy (including Equality Information and Objectives)

Adapted from the County Model Manual of Personnel Practice Autumn 2022

Adopted by the Governing Body: July 2024

Appendix A to be reviewed annually

Policy and Objective review July 2028

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, race, 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

Hampshire is a large and diverse county with over a million residents. There is a mix of urban and rural areas but the majority of the population live in urban areas. The 2011 census shows that 91.8% of Hampshire's resident population are 'White British and in Hart this is 90.7%. Those in other ethnic groups account for 9.3%. The ethnic group 'White Other' accounts for 4.2% including both White Irish and Polish individuals, amongst others. The Asian ethnic group accounts for 2.7% encompassing Indian ethnicity, with others.

Characteristics of Fleet Infant School

Fleet Infant School serves a prosperous community in North East Hampshire and the socio-economic circumstances of pupils are generally advantaged. The age range of the school is 4 – 7 (including the Early Years Foundation Stage). The school's Published Admissions Number (PAN) is 90, being a three-form entry infant school. It's Number on Roll (NOR) was 249 (possible 270) in the October 2022 Census. The school context in 2022 showed it was in the lowest 20% of all schools for the proportion of FSM (2.8%) and in the lowest 20% for deprivation quintile. The largest ethnic groups are White – British 77.1%, Asian or any other Asian 6.4%, Any other mixed background 5.2%, Indian 4%, Any other white background 3.6%, Any other ethnic background 2.4%, White and black African/Caribbean 1%.

Referring to the Autumn Census October 2022:

- The number of pupils with a First Language Other than English remains static (31)
- Pupils with Special Educational Needs provision has fallen (3)
- The number of pupils eligible for free school meals has fallen (3)
- Service Families remains static(3)
- Children no longer looked after following adoption or Special Guardianship Order (SGO) remain static (4)
- Looked after child is an increase(1)

Most of the Fleet Infant School population – pupils, staff and governors have their cultural roots in Britain with a few having cultural or ethnic links with other countries. Pupil gender distribution is generally balanced (Census Oct 2022 124 boys and 125 girls). The Governing Body has male and female representatives, and we have a largely female staff. We know that the majority of our children are White British and we need to ensure that we broaden their understanding of different ethnic minorities and challenge stereotypes.

It is therefore important that a school such as ours ensures that we take a proactive and sensible approach to ensure we have a learning and community environment that is sensitive to individual needs irrespective of gender, ethnicity, ability or social circumstances. All children, staff and governors have equal access to the resources and opportunities available in the school and all contributions are equally valued. Respect for the rights of all members of the school community are fundamental to our ethos and are embedded in our school and class Codes of Conduct.

The children are at the heart of everything we do at Fleet Infant School and the school's ethos reflects this. We offer a broad and balanced curriculum with enrichment activities. These are offered through focus weeks, visits and visitors, curriculum and topic links. A well-developed Personal Development Learning (PDL) programme, underpins all work in school. We have an excellent parent partnership and the school association (FISA) works tirelessly to raise money through a wide range of school and social events.

The main challenges we face, are the increasing number of families from other countries and therefore children for whom English is a second language. We are working hard to encourage these families to play a full life in the school and this has improved over the last few years e.g. representatives of non-British families on FISA and the Governing Body.

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 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

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 parent forum 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 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 on the school website 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

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 and religion and belief).

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

- parent questionnaires
- Governor Drop-in meetings
- Parent Forum meetings
- involvement of the student council
- staff survey
- pupil survey
- contact with parents representing pupils with particular protected characteristics: termly parent meetings for children with SEND and EAL
- contact with the local community and disability organisations: working with Fleet Lions Club, choir attendance at Fleet Christmas Lights Switch On and Fleet Carnival.

Updated November 2022

Analysis of Equality Information

Protective Characteristics	Aims of the general duty		
	What evidence do we hold that shows we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	The way we treat our families is outstanding, we are an inclusive school and everyone is treated with mutual respect, tolerance and understanding and celebration of differences. This is achieved through the school’s ethos and delivered by the schools robust PDL, and British Values curriculum.	Our curriculum provides the same opportunities to all children and we actively promote those to children who share a protected characteristic so they are fully involved in all opportunities such as school council, after school clubs. Pre-learning groups are available to children for whom English is not their first language. The school supports families by authorising absence for such events as religious celebrations.	Termly meetings are arranged with families to ensure they understand the school requirements and systems and to build relationships between school and home. For those families who have English as an additional language, the school uses interpreters through EMTAS for these meetings and parent meetings. The school website has been improved to include a Google translate function to support families. We encourage our children to talk about their faiths and beliefs in their classes and assemblies where

			appropriate. Parents are invited to support children in sharing their specific culture and belief to the rest of the class and school.
Disability	We welcome all forms of disability as clearly stated in our SEN Information report. The school ensures that all school activities and learning is accessible to all pupils, making modifications where necessary ensuring equity for all.	Curriculum is adapted as needed to meet the needs of the child and support is put in to place where required. Offsite visits are adapted to ensure all children can attend and have access to the learning. Staff expertise allows early identification of need and therefore supports catch up and appropriate interventions.	Parents are invited to a termly update meeting and to all meetings with outside agencies so that shared thinking can take place. Parents are supported to choose the right setting for their child when they leave the school. Disabilities are openly discussed in classes and celebrated.
Gender	All staff monitor attainment of subjects by gender and take appropriate action if a gap develops thereby narrowing it in a timely fashion. Through PDL and role modelling, children learn that everyone is equal regardless of gender.	All children have full access to the curriculum, attainment is measured individually, and support put in place regardless of gender. No limitations are put on children depending on their gender ensuring equality throughout the curriculum and life in school.	All families are treated with the same dignity and respect regardless of gender. There is a clear expectation that all children show mutual respect and support each other in any role they may wish to do.

Information	Evidence and commentary
Attainment in English July 2025 - by gender	% children at ARE Reading Girls 90.7% Boys 100% Writing Girls 90.7% Boys 84.3%
Attainment in Maths July 2025 – by gender	% children at ARE Maths Girls 83.7% Boys 89.5%
Attendance by gender 2024-25	The attendance for girls over the year is 95.9% and for boys 96.7%
Reading at home evidence	Analysis of frequency of reading at home showed that lower attaining read significantly less at home than other children.
Participation in the school council by race 2024-25	83% are white British and 17% ethnicity
Participation in after school clubs as at July 2025	There are 133 spaces taken in all clubs, 80 boys and 53 girls are accessing the clubs. Dance 17% boys and 83% girls; CM Sports 77% boys and 23% girls; Football 88% boys, 12% girls; Lego 73% boys and 27% girls; Gymnastics 7% boys and 89% girls; Magic Club 86% boys and 14% girls. We currently have three children with a hearing impairment. Only one child is currently eligible to access the clubs and does so.
Gender representation in the pupil body as at July 2025	51% female and 49% male.

Pupil-related data

Other information

Information	Evidence and commentary
Attendance at parents' evenings 2024-25	100% of parents attend parents' evenings/catch up appointments
Governor representation as at July 2025	73% female and 27% male 100% White British We have proportionately more men than women on the governing body in comparison with the staff group and the ethnic representation is slightly less representative of the local population.
Voluntary helpers as at July 2025	80% female, 20% male (80% white British, 20% ethnicity)

The school has published various policies on the school's web site (www.fleet.hants.sch.uk). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

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Equalities Information

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OBJECTIVES: as set July 2024, reviewed September 2025 to be updated July 2028.

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

Objective 1: To improve representation from our increasing number of children from different ethnicities, cultures and backgrounds on the School Council.

Objective 2: To further enhance the engagement of parents of children who are in the bottom 20% in reading and maths and support their child's academic progression through completing reading and mental maths targets at home.