



**GRANGE INFANT SCHOOL**  
**SCHOOL EQUALITIES POLICY**  
**(INCLUDING EQUALITIES INFORMATION AND OBJECTIVES)**

**Introduction**

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. This Statement responds to the spirit as well as the letter of the Equality Act 2010 which consolidates the legislation contained in the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005, the Gender Equality Act 2006 and the Education and Inspections Act 2006 to promote community cohesion. It also aims to promote all other forms and strands of equality that are relevant to life in school.

As such it goes beyond the school's statutory duties to promote race, gender and disability equalities and it extends to the legislation protecting against discrimination on the grounds of age, sexuality and religion or belief. **Race, gender, disability, sexuality, age and religion/belief are known as the six equality strands.**

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 (see appendix A).

**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, 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**

**Any figure under 3 will not be specified and will be described as a small minority to ensure anonymity for individuals**

At the Autumn Census Collection 2023 there were 189 pupils on role; 93 males and 96 females



The Census Collection figures below are calculated on children who are over 5 years old

- 177 children spoke English with 12 pupils deemed as having English as an additional language
- 46 pupils are deemed to be part of a service family
- 68 pupils who are eligible for free school meals
- 8 pupils are on an Education, Health Care plan (EHCP)
- 35 pupils have Special Educational Needs
- 3 pupils are currently looked after (LAC), a small minority of children are post-LAC
- The school staff currently has a small minority of male members

## **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 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

### **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 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 individual 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

### **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 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 B 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 C 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 Board 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

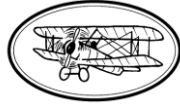
Review: This policy will be reviewed annually.

Agreed: This policy was agreed and ratified at the Governing Board meeting held 15<sup>th</sup> May 2024

Next review: May 2025

Signed  
Headteacher

Signed  
Chair of Governors



## Employment Equalities Policy

## Appendix A

### 1. Introduction

The Governing Board of the school recognises its responsibilities in the employment of staff in the school. In accordance with those responsibilities, it wishes to ensure the fair and equal treatment of all its staff, all those who are applicants to work in the school and those individuals who undertake work on school premises. This policy sets out the principles under which the Governing Board of the school will operate to meet these aims.

The policy has been discussed and agreed with all staff representatives and with the trade unions and professional associations. It is available to all staff in the school and to any prospective applicant. The Governing Board welcomes any comments or contributions to the policy document.

### 2. Statement of Intent

The Governing Board of the school is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school. This policy focuses specifically on the employment of staff in the school. The Governing Board recognises the value of a diverse and inclusive workforce. The Governing Board and managers of the school will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions. All decisions, including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of school requirements. The only personal characteristics, which will be taken into account, will be those which are necessary for the requirements and proper performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of groups.

All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles. Any member of staff who deliberately and knowingly contravenes the policy will be liable to formal disciplinary action.

### 3. Statutory requirements

The Governing Board is bound by law not to discriminate on certain grounds. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the “protected characteristics” that qualify for protection from discrimination as: -

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex; and
- Sexual orientation

There are some exemptions from this legislation in situations where the essential nature of a job calls for a man, woman, or a person from a particular religion or racial group. The Governing Board will not normally seek to use exemptions from the above Acts.



The Governing Board will give sympathetic consideration to requests for time off or for religious observance from staff who are active members of particular religions or beliefs, although such time off will be unpaid and will be considered only subject to the operational requirements of the school. The Governing Board will wherever possible make reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants or members of staff who have a disability.

The Governing Board acknowledges these areas of regulation and confirms its commitment to enforce these statutory requirements in the school.

The over-riding premise that will be adhered to in matters of equality, by all governors and staff in the school, is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

#### **4. Advertising of vacancies**

Vacancies will be advertised openly and will normally be available for members of staff in the school to apply. In most cases vacancies will be advertised externally unless there are exceptional reasons why this should not occur, for example in situations of potential redundancy.

#### **5. Selection for appointment or promotion**

All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- a detailed role profile will be drawn up which accurately describes the duties of the post
- an objective and sufficiently detailed person specification will be defined from the role profile
- from these documents a list of objectively assessed selection criteria will be drawn up
- role profiles, person specifications and selection criteria will be available to all candidates
- shortlisting will be carried out against the selection criteria and a written record retained of the assessment of each candidate
- all interview panel members must be trained in selection techniques
- at least one person on each panel will be trained in equality and the requirements of anti-discrimination legislation
- selection decisions will be made against the agreed criteria and no other criteria will be used
- a written record of the selection decision relating to the agreed criteria will be retained
- reasonable adjustments will be made to the recruitment and selection process where necessary to ensure that people with disabilities are enabled to compete for appointments in the school

#### **6. Specific Issues**

- Age
- The Governing Board is opposed to any direct or indirect discrimination based on age.
- Disability
- The Governing Board is opposed to any discrimination against people with disabilities based on assumptions of their ability or otherwise to carry out the duties of a post in the school. Where a candidate who has a disability is appointed to a post in the school, reasonable provision will be made for adjustments to the working conditions or environment where this is practicable.
- Gender reassignment

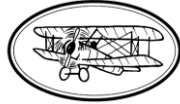


- The Governing Board is opposed to any discrimination as a result of a person proposing to undergo, undergoing or having undergone a process (or part of a process) for the purpose of reassigning the person's sex
- Marital status or civil partnership
- The Governing Board is opposed to any discrimination against employees who are married or in a civil partnership.
- Pregnancy and maternity
- The Governing Board is opposed to any discrimination against a woman because of her pregnancy and/or maternity leave.
- Race
- The Governing Board is opposed to any direct or indirect discrimination based on race, colour, ethnic or national origin. There may be situations in the school which require special consideration and where an occupational requirement may apply to justify the employment of someone of one particular race or ethnic origin. However, these situations will be unusual and exceptional, and will be discussed with the staff in advance.
- Religion or Belief
- The Governing Board is opposed to any direct or indirect discrimination based on religion or belief.
- Sex
- The Governing Board is opposed to any direct or indirect discrimination based on gender. There may be situations in the school which require special consideration and where a genuine and determining occupational requirement may apply to justify the employment of someone of a particular sex. However, these situations will be unusual and exceptional, and will be discussed with the staff in advance.
- Sexual Orientation
- The Governing Board is opposed to any direct or indirect discrimination based on perceived or actual sexual orientation.
- Harassment or bullying
- The Governing Board is opposed to any unwanted conduct relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. The Governing Board is further opposed to any act of victimisation, harassment or bullying against any member of staff either by an employee or third party based on assumptions about their status in the above categories or any other grounds. Such action will be investigated in accordance with the school's procedure and may lead to formal disciplinary action.
- Non-statutory aspects
- Although there is no statutory requirement not to discriminate against other groups, or characteristics of staff, the Governing Board wishes to state that it will not in any way discriminate against members of staff or applicants for posts on the grounds of their political affiliation.

## **7. Positive Action**

The Governing Board recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Board will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Board will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:



- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual orientation, or religion or belief, but make it clear that selection will be on merit
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- language/literacy training
- supporting training measure for under-represented groups
- assistance with applications for candidates with language problems
- provision of childcare facilities or support with the costs of childcare facilities for staff
- exploring the possibility of career breaks for women to assist with family commitments
- encouraging staff to become representatives of trade unions/association

### **8. Harassment and grievance procedures**

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.

The Governing Board is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Board will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Board is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be the Chair of Governors. In addition, staff have the right to approach their professional association or trade union representative for support. Alternatively, support can be sought through Occupational Health: <https://www.hants.gov.uk/hampshire-services/services-for-schools/people/occupational-health>

### **9. Monitoring the Policy**

An Equality policy can only be shown to be effective if its implementation is properly monitored. Given the scope of our policy, this means monitoring both the existing staff of the school and all applications from outside of the school. The school will therefore keep records of existing staff and new applicants which can be analysed to provide data to assess whether this policy is working in practice.

The Governing Board will regularly monitor the effectiveness of this policy by the following methods:

- The existing workforce will be asked to complete a monitoring form so that data is available on the composition of the staff group.
- All applicants for posts will be asked to complete a monitoring form to enable monitoring of our selection decisions against the principles of this policy.
- All applicants for posts will be invited to indicate whether they have any special requirements or require reasonable adjustments to enable them to submit an application, attend an interview or carry out the duties of that post. Responses to this question and appropriate





actions taken by the school to accommodate people with disabilities will also be monitored as part of this process.

- Information arising from this data collection process will be published on an annual basis and will be available to all staff and governors.
- Staff and governors will be invited to give feedback from time to time, and to make suggestions for improvements.
- The incidence of complaints under the above procedures and any other aspect of this policy will also be monitored, and figures published on a regular basis.
- The Governing Board will ensure that information is stored in an appropriate and confidential format in accordance with the Data Protection Act 1998.

#### **10. Non-employment aspects of equality**

This policy relates only to the employment aspects of the activities of the school. The principles outlined here by the Governing Board of fair and equal treatment apply equally to our approach to pupils and parents of the school and to our dealings with members of the local community and all outside agencies. The school's policy on equality in the curriculum and the treatment of pupils is set out in a separate policy document.

#### **11. Training**

The principles outlined above in relation to fair and equal treatment will also apply to selection for training. Requests for training will be considered in accordance with the school's operational priorities, based on the school's overall development plan and budget allocations.

Similarly, the training of the school managers and governors in issues of equality and discrimination, is an essential part of our Equality policy.

Where training is scheduled to take place on site, the school will, where possible, adapt the methods of training delivery if current arrangements disadvantage particular individuals or groups of staff.

#### **12. General statement**

The equality policy will be reviewed and updated by the Governing Board on an annual basis. The policy will then be given to all staff through normal management meeting mechanisms and managers/supervisors will ensure that it is known and understood by all staff. The policy will also be made available to potential applicants for vacant positions in the school.

Approved Date: 15<sup>th</sup> May 2024

**Next Review:** May 2025

Signed  
Headteacher

Signed  
Chair of Governors



## Equalities Information

## Appendix B

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:

- *involvement of the school ambassadors*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

### Pupil-related data

| Information  | Evidence using School data <b>2022/23</b>  |
|--|--|
| Attainment by gender<br>(% reaching at least expected standard)  | Reading – boys 67.7% and girls 66.6%<br>Writing – boys 45.2% and girls 47.6%<br>Mathematics – boys 71% and girls 73.8%   |
| Attainment by ethnicity<br>(% reaching at least expected standard)   | Reading – White British 67.2%<br>Writing – White British 44.3%<br>Mathematics – White British 63.9%<br><b>EAL</b><br>Reading – 80%<br>Writing – 40%<br>Mathematics – 80% |
| Attainment for Disadvantaged children compared to non-disadvantaged<br>(% reaching at least expected standard)                 | Reading – Dis 69.6% and non-disadvantaged 66%<br>Writing – Dis 39.1% and non-disadvantaged 50%<br>Mathematics – Dis 73.9% and non-disadvantaged 72%                      |
| Attainment for Special Educational Needs children (SEN support without a statement)<br>(% reaching at least expected standard) | Reading – 34.6% Nat: 27.8%<br>Writing – 15.4% Nat: 18.7%<br>Mathematics – 42.3% Nat: 32%   |
| Attendance:<br>September 2021- July 2022   | Girls 93.2 % Boys 90.5 %   |
| Year 1 phonics screening 2023<br>(% achieving expected standard)   | Cohort 81% Nat: 78.9%<br>Boys – 66.7% Nat: 75.5%<br>Girls – 93.5% Nat: 82.4%   |
| Race related incidents reported on annual return 2022/23   | 4  |

### Other information



| Information                         | Evidence and commentary  |
|-------------------------------------|--|
| Governor representation Autumn 2023 | 22% Male, 78% Female<br>100% White British   |
| Volunteers during 2022/23           | 66.6% female 33.3% male<br>100% White British<br>Gender representation broadly compares with staff representation.<br>However, ethnic representation is not representative of our community. |

The school has published various policies on the school's website on [www.grange-inf.hants.sch.uk](http://www.grange-inf.hants.sch.uk). 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:** *February 2024*

**Date for review and re-publication:** *May 2025*

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.



## Equality Objectives

## Appendix C

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:

- involvement of the school ambassadors
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

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

**As a school during 2023-2024, following the previous years' objective and analysis of data, we recommend the following objectives**

Objective 1: To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress.

Objective 2: To close the gap in attainment in reading between boys and girls

Objective 3 : To continue to close the gap between disadvantaged and non-disadvantaged children in core areas of learning

Objective 4: To increase understanding of equality, diversity and inclusion by the whole school community including SLT, governors, staff, pupils and parents.

**Date of publication:** February 2024

**Date for review and re-publication:** May 2025

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.