



Equality Policy

Date created

February 2022

Review period

Annual

Next due for review

September 2026

Governors Committee Responsible

FGB

Date Reviewed

September 2025

The policy is taken from the Education Personnel Services Equality Policy template and includes details for Kingsclere CE Primary School.



Kingsclere CE Primary School

Hand in hand we learn, we grow, we soar.

Equality Policy

(including Equality Information and Objectives)

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, parents/carers and external agencies who support the school.

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, 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

Kingsclere CE Primary School is set in the rural village of Kingsclere centred between Newbury, Basingstoke and Winchester. In September 2025 the school totalled 202 pupils on roll, 50.5% Boys and 49.5% girls. Our school's religious profile has 41% Christian, whilst our remaining community is made up of 0.5% Buddhist and 40% with no religion. 18.5% of our community have not commented on their religious status.

The school's ethnic profile in September 2025 had 81% White British, 1% Indian, 0.5% White and Asian, 0.5% White and Black Caribbean, 5% other white backgrounds, 0.5% other mixed backgrounds, 0.5% other Asian backgrounds, 1.5% GRT or Traveller of Irish Heritage and 9.5% did not wish to share their ethnicity.

We welcome and value the diverse cultures, faiths, and traditions that enrich our school community, and we seek opportunities to explore and celebrate them together. It is important to us to embrace the wider world and for our children to be inspired by that of others around them. We deliver this through our Religious Education (RE), Personal Social Health Education (PSHE) and Enquiry Curriculum.

We have 15% Free School Meal pupils and 24% of pupils with Special Educational Needs and Disabilities. 2% of pupils attend school via Hampshire Transport.

For comparison, information regarding Basingstoke & Deane 2011 Census can be found here: [Census information](#)

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 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.

Kingsclere CE Primary School has fewer than 150 staff and the Governing Body is not required to publish information in relation to their staff, as anonymity may not be retained, we are therefore only required to publish pupil related data.

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 approved by the Governing Body: September 2025

Date for policy review: Review Appendices Annually, Policy review September 2026

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, carers and others in the following ways:

- *Pupil groups including School Council*
- *Parent/Carer questionnaires*
- *Staff survey*
- *Contact with the local community and organisations*
- *Prejudicial Language and Behaviour (PLAB) pupil survey*
- *Staff training of inclusive language – Hoxby and Stonewall guide*
- Inclusion and Diversity partnership and audit supporting school to develop an inclusive environment and culture
- Kyankowe partnership
- Cormicy partnership
- British Values across the curriculum
- Development of our Relationship Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) curriculum
- Rights and Diversity Education (RADE) books shared across the school
- Celebration Days and Weeks, e.g., Kindness Day, Mental Health Week

Pupil-related data

Information	Evidence and commentary – based on internal data for Y6 summer 2024 and whole school attendance data				
KS2 – Combined Age-Related Expectations (ARE) in Reading, Writing & Maths	64%				
	Girls	Boys	All	SEND	PP
KS2 ARE+ Reading	82%	82%	82%	Unable to show percentages due to only 7 pupils	
KS2 ARE+ Writing	82%	82%	82%		
KS2 ARE+ Maths	55%	82%	68%		
ALL Whole School Attendance 2024 - 2025	95%	95%	95%	87%	90%

Staff data

Our school has fewer than 150 staff and the Governing Body is not required to publish information in relation to our staff as to do so may allow for individuals to be identified. As a school, we are still required to review information on the characteristics of our workforce to enable us to consider the impact of the school's policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the staff.

Other information

Information	Evidence and commentary
Parent/Carer Questionnaire 2024	There were 103 responses to our Spring 2024 Questionnaire shared via Google Forms
Attendance at Parent/Carer consultations March 2024	91% of parent/carers attend consultations face to face. No significant differences were observed between FSM, ethnic groups or gender regarding parent/carers attendance.
Governor representation as of September 2024	47% Male, 53% Female and 100% White British
Volunteers as of September 2024	18% male and 82% female volunteers in school

Qualitative information

The school has published various policies on the school's website ([Our Policies | Kingsclere CE Primary School \(kingsclereprimary.com\)](https://www.kingsclereprimary.com)). 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 2025

Date for review and re-publication: September 2026

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

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, carers and others in the following ways:

- *staff and parent working parties*
- *parent questionnaires*
- *involvement of the school council*
- *staff survey*
- *contact with parents/carers representing pupils with particular protected characteristics*
- *contact with the local community and organisations*

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

Objective 1: To ensure that all children learn about, understand and respect different religions, races and cultures in our world and respect the differences between them

Objective 2: Ensure that all pupils understand their responsibilities under the Equalities Act in terms of protected characteristics

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. See Appendix C for evidence of progress against the objectives set February 2023

Evidence of progress towards the objectives since February 2023

Appendix C

We have made progress towards the objectives through the following actions:

1) A Prejudicial Language and Behaviours (PLAB) Survey is completed by all children. The outcomes identify areas for support and areas of strength. We have built next steps into curriculum teaching (see some examples of this below) and we have worked 1:1 with pupils where areas of concern were identified in the survey. A protected characteristics information sheet (regarding children's participation in the PLAB survey) is sent home informing parents/carers of the survey.

2) Curriculum teaching supports the objectives, for example:

- our school Personal, Social, Health and Economic (PSHE), Relationships, Sex and Health Education (RSHE), and Social, Moral, Spiritual and Cultural Curriculum

- Shared Reading – We subscribe to Rights and Diversity in Education (RADE) resources, and our partnership with the School Library Service (SLS) includes regular reviews of our school library and class book corners. This helps us ensure that the books available to our children are inclusive, represent diverse experiences, and reflect the wide range of cultures, backgrounds, and identities in our community and beyond.

- Enquiry Learning opportunities link to the objectives, for example, children in Year 1 and 2 made comparisons linked to Kyankowe and Kingsclere to help develop children's understanding of other cultures, the differences between our cultures and respect for one another

- Religious Education (RE). Golden Threads, that are woven through the RE curriculum: Special, Love, Belonging and Community – link to developing children's learning, understanding and respect for all religions, those who have no religion, as well as other races and cultures

- British Values links. Our British Values are linked to many areas of the curriculum, for example a Guided Reading session in Year 3 and 4 linked to Rosa Parks providing a platform for discussion linked to Individual Liberty and the Rule of Law

- Extra-curricular clubs such as Choir, Samba Band and French Club make links and develop children's respect for other cultures, races and religions.

3) School Vision, Values and Strapline: Our vision is for our children to be confident and thoughtful individuals with a love for learning. Our school values are woven through the curriculum and referred to daily by staff and children: Love, Courage and Respect. Children are rewarded both intrinsically and extrinsically for demonstrating our school's vision and values. We aim to embed our strapline - *Hand in hand, we learn, we grow, we soar* - in all that we do.

4) Safeguarding – Our objectives are underpinned by regular safeguarding audits, monitoring processes, and action plans, supported by key policies including the Anti-Bullying Policy and Behaviour Policy. The systematic monitoring of safeguarding incidents enables us to identify emerging patterns of concern and areas for development. We ensure that proactive responses are implemented and, importantly, that preventative approaches are embedded to maintain a safe and supportive environment for all members of the school community.

5) Pictures on presentations or learning aids are inclusive of protected characteristics.

6) Assemblies/Collective Worship link to the objectives, e.g., assemblies on protected characteristics and equality vs. equity.

7) The school's approach to selection of children for sport competitions – all children who want to take part are provided with the opportunity to represent their school at a sporting event(s) during the school year

8) Reviewers ask staff in Performance Management regarding how well as a school we promote an inclusive culture and equality – the feedback helps to recognise next steps for further development. A parent and staff equality survey has also been shared. The results have provided details of the school strengths and areas for development.

9) Our participation in the Basingstoke and Deane Inclusion and Diversity partnership has helped us to further consider ways to deepening stakeholders understanding of race and equality within society, e.g., a Summer Culture Fair, Kings Music Festival and Share a Dish (from across the world).

10) Leaders model a welcoming and inclusive approach to all parents and carers. Parents and carers from all backgrounds attend school events and participate in school working parties.

11) Kyankowe partnership supports our global neighbour approach. The Headteacher shared the impact of the school's partnership with Kyankowe with the Acting Bishop of Winchester, rural Deans and a large congregation at a service at All Hallows Church in Whitchurch and how this also support the equality objectives.

12) Cormicy partnership provides global neighbour approach and links to Year 3 and 4 Enquiry Learning Geography learning which compares Kingsclere and Cormicy.

13) School Council and pupil conferencing provides feedback, discussing how well the objectives have been achieved

Date of publication: September 2025

Date for review and re-publication: *September 2026*