Heatherside Infant School
School Equality Policy
Including Equality Information and Objectives

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Equality	FGB	Summer 2026	4 Years Targets reviewed annually	Policy – Summer 2030 Progress against objectives to be reviewed annually

We have chosen to base our policy on the Hampshire model policy

HCC Version and date of publication:	V1.1 V1.2	September 2018 4 February 2021

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, 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

Heatherside Infant School is a large infant school located close to the town of Fleet in the district of Hart. Our Published Admission Number (PAN) is 270 and we educate children who are five, or turning five that academic year, up to the age of seven.
Current school data (June 2026) shows our number on roll as 261, with 7% SEN, 6% eligible for Free School Meals. 74% of our school cohort identify as White British, 23% of children speak another language in addition to English.

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
- Whether or not they have a connection with the forces community
- 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
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- 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
- 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 offer 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 APPROVED BY THE GOVERNING BODY: 9th July 2026
DATE FOR POLICY REVIEW: Summer 2030
Progress against Objectives to be reviewed: Summer 2027

Heatherside Infant School
Equality Information and Objectives

Appendix A Equality 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, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Protective Characteristics	What evidence do we have 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?
Gender	All staff monitor attainment of reading, writing, phonics and maths by gender thus informing them of any gaps that are developing. Through PSHE and role modelling, children learn that everyone is equal regardless of gender. Teachers select resources carefully to consider how to challenge stereotypes. In line with KCSIE 2026, staff challenge unacceptable behaviours and do not dismiss them due to characteristics such as 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 ensuring equality throughout the curriculum and life in school. There are no curriculum or extra curricular activities that are targeted at only one gender.	In line with our ethos there is a clear expectation that all children show mutual respect towards each other. They are encouraged to support each other in any role they may wish to do. All families are treated with the same dignity and respect regardless of gender.
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	We seek the advice and support of other professionals. Offsite school visits are adapted to ensure all children can attend and have access to the learning. Staff	Ethos of inclusion is part of our daily life in school. Parents are encouraged to ask questions. The Headteacher is available informally at the gate on a daily basis. Many parents

	ensuring equity for all. Staff seek opportunities to show positive role models with disabilities such as in books, as part of an assembly or through the taught curriculum.	expertise allows early identification of need and appropriate interventions. We adapt our curriculum and provision as needed so that the needs of the child are identified and support is put in to place where required.	use this as an informal opportunity to ask questions as it is less formal. Parents are supported to choose the right setting for their child when they leave the school. Disabilities are openly discussed in classes and celebrated.
Race	We are proud of the way our families are treated. We are an inclusive school and all our families are treated with dignity, mutual respect and understanding. This is achieved through the school's ethos and delivered by the schools PSHE and British Values curriculum. Our school actively works with EMTAS (Ethnic Minority and Traveller Advisory Service) to provide support to pupils, parents and staff. We are continuing to improve our communication so that families of different backgrounds and ethnicities are able to access information in an equitable way, regardless of language or any other aspects.	Our curriculum provides the same opportunities to all children. We actively promote opportunities to children who share a protected characteristic so they are fully aware of and have the opportunity to be involved in all aspects of school life such as the school council and after school clubs. The school supports families by authorising absence for such events as religious celebrations that fall in term time where allowed within absence guidelines. Our curriculum and resources include authors and significant persons of different races and ethnicities.	The school website has been improved to include a 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 with the rest of the class and school. We aim to provide a curriculum which teaches our children about a range of ethnicities and cultures, broadening their knowledge and encouraging a culture of mutual respect.

Pupil-related data

Information	**Evidence and commentary**
Pupils on Roll June 2026	261 pupils 137 boys 124 girls
Phonics Year 1 June 2026 • Cohort (87) • 51 boys • 36 girls • 11 PP/PP+	91% achieved expected phonic level 92% of boys achieved expected phonic level 89 % of girls achieved expected phonic level 82% of pupil premium eligible pupils achieved expected level

• 12 SEND • 15 EAL	58% of children with SEND achieved expected level (50% of EHCP children) 73% of EAL achieved expected phonic level
EYFS Return 2026 for 85 Pupils	Good Level of Development (GLD): Whole Cohort (85) = 84% 45 Girls = 80% 39 Boys =87% 9 EAL = 67% 3 PP = 67% 1 SEN = 100%
Year 2 End of Key Stage: **Attainment (ARE/+) KS1 - July 2026** by cohort and gender **90 in cohort** **47 Boys** **43 Girls**	Reading 86% of all pupils 87% of girls 85% of boys Writing 75% of all pupils 75% of girls 74% of boys Maths 79% of all pupils 72% of girls 85% of boys
Attainment (ARE/+) KS1 2026 by Disadvantaged group **3 children in total**	Reading 67% Writing 33% Maths 0%
Attainment (ARE/+) KS1 2026 EAL group **11 children in total**	Reading 82% Writing 64% Maths 73%
Attainment (ARE/+) KS1 2026 SEN group **6 children in total**	Reading 50% Writing 33% Maths 50%
Attendance • **Whole school (261)** • **Boys (137)** • **Girls (124)** • **PP/PP+ (17)** • **SEN (18)** • **White British (190)** • **Ethnic Minority (71)**	 96.7% 96.7% 97.2% 93.4% 93.5% 97% 96.5% Attendance is tracked individually. Whilst PP and SEN groups have slightly lower attendance, this is due to a small number of children within these groups (and some crossover between the two groups) so actions have been addressed on an individual basis.

Staff data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

Other information

Information	Evidence and commentary
Governor representation as of June 2026	55% male, 45% female Though we have more women on our staff team than men, the proportion of male governors has increased over recent years.

Qualitative information

- Key school policies are available on the school website www.heathersideinfantschool.co.uk. All other policies are available from the school office. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty. New and updated policies are published online in accordance with their review cycles.

- Minutes of governor meetings are available as requested through the school office.

- The school discusses the importance of equality issues in everyday school life e.g. through assemblies, books and Personal, Social, Health & Economic (PSHE) Education. The school also takes part in the National Anti-Bullying Week and Children's Mental Health Week – these themes are also reinforced through our planned curriculum, including teaching our 6 School Values (Respect, Kindness, Togetherness, Resilience, Integrity and Creativity)

- There is a robust tracking system for pupil data in school, including group data to identify any groups at risk. Progress is monitored for all children termly through data collection and pupil progress meetings to discuss any concerns. Targeted interventions are delivered for identified children as needed.

Equality Objectives

Appendix B

Having referred to and analysed our equality information, as references above, we have set ourselves the following objectives:

Objective 1: By July 2027, 90% of pupils will demonstrate positive attitudes and age-appropriate understanding of ethnic diversity and inclusion through pupil voice surveys.

Objective 2: By July 2027, there will be an increase the percentage of SEN, PP and EAL pupils achieving age-related expectations in Writing and Maths at the end of KS1, demonstrating a reduction in attainment gaps compared with their peers.