



Equality Policy

2026-2030

Policy Author: County Model Policy adapted for HWJS

Approved by: FGB

Last Approved: March 2026

Written and implemented: March 2026

Review Due Date: March 2030 (school specific information will be updated annually)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Hampshire is a large and diverse county with a population of over 1.4 million (2021 census). There is a mix of urban and rural areas but the majority of the population live in urban areas. The population of Basingstoke and Deane has grown by 10.4% over the ten year period between the 2011 census and the most recent census in 2021. The 2021 census shows that 11.5% of the population of Basingstoke and Deane are from ethnic communities. This compares to 9.9% for Hampshire as a whole and 18.3% nationally. Approximately 15.6% of the population of Basingstoke and Deane have declared a disability. For 2024/2025, there were 3860 reported incidents of hate crime reported to the Hampshire and IOW Constabulary; 64.5% were related to race and the remaining 35.5% being related religion, sexual orientation, transgender and disability hate crimes. In Basingstoke and

Deane, 59.8% of the population are aged between 20 and 65, with 4.9% over the age of 80 and 21.2% under the age of 18. The main religious group is Christian (45.4%), followed by Muslim (1.5%) and Hindu (2.2%). 43.4% identified as of no religious group.

As a school, we collect equality information and this can be found in Appendix A. This includes information about:

- Staff and pupils' profile in relation to particular characteristics
- Any religious or linguistic diversity of staff or pupils in the context of the community we serve
- Any characteristics particularly significant for our school or community, such as refugees, migrant workers, socio-economic status or forces communities
- Key equality and diversity issues that we face as a school

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have refugee or asylum status
- 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.
- 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 or parent surveys and questionnaires; and for staff, through staff governor representation, staff surveys and questionnaires. 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 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. The school monitors incidents that occur in school and these are recorded on the school's CPOMs system. The governing body then receives a termly update through the head teacher report on any incidents that have occurred.

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:

Date for policy review: 2030

All schools must re-publish equality information contained in Appendix A annually.

Review note:

All schools must review their equality objectives (contained in Appendix B) four years after publication, but should (in accordance with principle 9) review progress towards these objectives annually having reference to relevant aspects of the annual equality information.

However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Data needs to be added to the appendices

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

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

- *insert the types of activities you have undertaken, such as:*
- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with particular protected characteristics*
- *contact with the local community and disability organisations*

Pupil-related data

This section should not be overly burdensome, and the school should be able to access a large amount of data from RAISE online, already broken down by a number of protected characteristics (The DfE advise in their guidance that the SEN characteristic can be used as a rough proxy for disability but care needs to be taken with this approach). You may also want to include comparative analysis with national and local data. Depending on the circumstances of your school, you may also want to publish relevant additional data (e.g. in relation to forces children, free school meals, pupils for whom English is an additional language etc).

Quantitative data you may wish to consider in this area includes:

- *attainment levels*
- *pupil progress*
- *attendance levels*
- *exclusions, sanctions and rewards*
- *rates of bullying/harassment/behaviour related incidents*
- *take up rates of extra curricular activities/after school clubs etc*
- *participation in the student council*
- *choice of option subjects*
- *results of parental satisfaction surveys and complaints monitoring*

The published information should also include a summary of the analysis of the information. A simple table could be used to display this data, e.g.:

Information	Evidence and commentary
Attainment in English – by gender 2010-11	GCSE Grades: A* Boys 2% Girls 10% C Boys 20% Girls 40% A Boys 15% Girls 20% D Boys 12% Girls 2% B Boys 30% Girls 20% E Boys 8% Girls 3%
Attainment in Maths – by race 2010-11	72% of white pupils have achieved L4+ in Maths 48% of BAME pupils have achieved L4+ in Maths
Attendance by gender 2010-11	98% of girls have over 99% attendance 85% of boys have over 99% attendance
Participation in the student council by race 2010-11	5% of the student council is BAME 95% of the student council is White British This is broadly reflective of the school community
Participation in After School Clubs as at April 2012	99% of pupils attending after school club are not disabled and 1% of pupils attending are disabled. This is broadly reflective of the school community.

Headteacher awards by gender 2010-11	Percentage of pupils receiving Bronze Awards: 85% Girls 75% Boys Percentage of pupils receiving Silver Awards: 70% Girls 50% Boys Percentage of pupils receiving Gold Awards 65% Girls 20% Boys
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NOTE: Care must be taken not to enable the identification of individual pupils or families within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.

Staff data

This section should not be overly burdensome, and the school should be able to access a large amount of data from their payroll provider. Where schools use SAP, they can link to the following guidance to extract information currently held within the system. Where schools have gaps in their data, they are encouraged to undertake updating exercises using the monitoring form provided within the Manual of Personnel Practice (or following discussion with their HR provider if they do not use Education Personnel Services or have not adopted the Manual of Personnel Practice).

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, but they may still choose to do so, provided it does not allow for individuals to be identified. Schools will still require the information on the characteristics of their workforce to enable them to consider the impact of their policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.

Quantitative data you may wish to consider in this area includes:

- *age, disability, gender identity, race, religion or belief, sex and sexual orientation of the workforce (this will be available from SAP where schools use HCC payroll)*
- *rates of return to work of staff on maternity leave*
- *gender pay gap information*
- *data on recruitment by protected characteristic (e.g. at application, shortlisting and appointment stage)*

- *data on access to training by protected characteristic*
- *grievances and/or disciplinary matters by protected characteristic*
- *leavers by protected characteristic*
- *results of staff satisfaction surveys*

The published information should also include a summary of the analysis of the information. A simple table could be used to display this data, e.g.:

Information	Evidence and commentary
Gender of workforce as at April 2012	95% of our workforce are female and 5% are male We have less men within our employment that the average of the total school workforce
Race distribution of workforce as at April 2012	5% of our workforce are Black, Asian & Minority Ethnic and 95% are white British. This is reflective of our local community.
Applications by gender 2010-11	90% of our applicants are female and 10% male
Shortlisted candidates by age 2010-11	10% of our shortlisted candidates are aged under 24 15% aged 25-34 50% aged 35-44 20% aged 45-54 5% aged over 55
Attendance at external training by gender in 2010-11	Of 22 staff who have attended external training in this last year, 17 were female (77%) and 5 male (23%). We need to review why a higher percentage of men are attending training, against the representation in the workforce.
Leavers by gender in 2010-11	8 staff left the school in the last year, all of them were female. This is within norms and understandable given the gender representation in the workforce.
Sexual orientation	The school does not collect data regarding sexual orientation of staff and currently has no mechanism to engage with this group.

NOTE: Care must be taken not to enable the identification of individual staff within the data published. The DfE's non-statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.

Other information

Schools may decide to gather information on other people who use their services, such as parents, adult learners, hirers or school premises, governors etc. A simple table could be used to present this information:

Information	Evidence and commentary
Attendance at parents' evenings 2010-11	45% of parents with known disabilities attend parents evening compared to 80% of non-disabled parents. We need to explore why we have proportionally less parents attending parents evening.
Governor representation as at April 2012	60% Male, 40% Female 4% BAME, 96% British White We have proportionately more men than women on the governing body in comparison with the staff group, but ethnic representation is representative of our community.
Volunteers as at April 2012	95% Female, 5% Male 16% BAME, 84% British White We have a broader range of ethnic representation than in our staff group, and gender representation broadly compares with staff representation
Adult Learners by age in 2010-11	Ages: 16-24 6% 25-34 25% 35-44 30% 45-54 23% Over 55 16%

Qualitative information

Qualitative information that you may wish to consider publishing on your website includes:

- *school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)*
- *minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)*
- *notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken*
- *notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)*
- *a note about how the school monitors equality issues in everyday school life*
- *detail about particular initiatives undertaken in the school (e.g. a focus on racist bullying; an initiative to assist girls to catch up in science; an initiative to help boys improve in their handwriting) and where possible, the impact of this initiative (e.g. increases in attainment)*
- *twinning arrangements with schools which enable pupils to meet and exchange experiences with pupils from different backgrounds*
- *information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures*
- *details about assemblies which deal with relevant equality related issues*
- *views of the student council*

A simple statement could be used within this policy to reference readers to the information on the school's internet pages and the school then simply needs to review and add information throughout the year e.g.:

"The school has published various policies on the school's internet site (insert link). These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

The school has also published other information relevant to equalities on the equality pages of the school internet site (insert link). This information includes notes of relevant

governor and staff meetings and details of current initiatives which the school is undertaking in respect of equalities.”

NOTE: The school is encouraged to ensure that the internet page contains the date of the last update on the page to evidence currency of the page.

Date of publication of this appendix: *INSERT DATE*

Date for review and re-publication: *INSERT DATE*

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

Equality Objectives

Appendix B

NOTE: Governors may also wish to refer to the Governors workbook to support them in determining what objectives should be set and published and how they should be worded to ensure they are specific and measurable.

We recognise that the public sector equality duty has three aims, to:

- *eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act*
- *advance equality of opportunity between people who share a protected characteristic and those who do not*
- *foster good relations between people who share a protected characteristic and those who do not*

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

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

- *insert the types of activities you have undertaken, such as:*
- *focus groups*
- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *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):

Objective 1:

Objective 2:

NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.

Date of publication: *INSERT

Date for review and re-publication: *INSERT

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

Governance

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