

## **TWESELDOWN INFANT SCHOOL**

### **Equality Act Policy**

#### **(Including Equality Information)**

#### **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 and 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 Human Rights Act 1998.

#### **School Context**

Tweseldown Infant School is at the heart of Crookham Park Estate. Our pupils come from mixed housing, private, community and HM Forces. This also has an impact on our mobility figures. Our PAN is 330 (105 Years R and 1 and 120 year 2). Currently, January 2026 our number on roll is 309 with 15 EHCPs.

## **Principles**

To fulfil our legal obligations, we are guided by several 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

### **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 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 identity – 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 ensuring 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 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 fosters greater social cohesion and provides 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 and engagement we have been involved in.

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 wide 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 protect 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 of Review:	Spring 2026
Date Ratified by Governing Board:	Spring 2026
Signed by Chair of Governing Board:	
Signed by Headteacher:	
Next review date:	Spring 2029
Member of staff responsible:	Headteacher
Governing Board or Governor(s) / Committee(s) responsible:	Personnel

## 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 and others in the following ways:

- Parent and governor workshops
- Parent questionnaires
- Staff workshops
- Contact with parents representing pupils with protected characteristics
- Contact with the local community

## Quantitative Data

Attainment levels

Phonics -always above National and LA

Pupil progress – Good + for all pupils from their starting points

Attendance levels – always above National and LA or special circumstances regarding particular families

Exclusions – None for 13 years

Suspensions-only seen as a last resort

Bullying/harassment/behaviour related incidents – there is no systemic bullying

Take up rates of extra-curricular activities/after school clubs analysed via protected characteristics

Results of parental satisfaction surveys analysed and fed back to parents

Complaints monitored-none for 3 years

The school has published various policies on the school's website. 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: Spring 2026

Date of review and re-publication: Spring 2029

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

1. To raise awareness of different cultures, backgrounds, ethnicities and disabilities amongst all staff and pupils, ensuring we promote British Values.
2. To promote inclusive behaviours, respect and a sense of belonging for all pupils through consistent behaviour expectations and curriculum opportunities.
3. To improve early identification and support for pupils with SEND so that they make strong progress from their starting points.
4. To reduce barriers to learning by strengthening communication and language provision for pupils with speech, language or communication needs.
5. To ensure all pupils can fully access the curriculum through appropriate adaptations, reasonable adjustments, and inclusive teaching strategies.
6. To diminish the difference between disadvantaged pupils and non-disadvantaged pupils and promote success.
7. For every member of staff to promote our Single Equality policy on a daily basis.
8. To promote and further strengthen community links to improve the lives of the most vulnerable
9. To deliver good value for money to all the pupils at Tweseldown Infant School.
10. To provide a positive and caring environment where mutual respect and appreciation of others is evident each and every day.
11. To ensure that every day we celebrate our similarities and differences as that's what makes us special and unique.
12. To analyse attendance, admissions, rewards, clubs, volunteers, governors and staffing to ensure equality is in every sector of school life.

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

**Objective 1:**

Children are actively encouraged to share pictures of their festivals and celebrations.

**Objective 2:**

Staff will encourage children to play with different pupils