



## **Single Equality Policy 2026**

### **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 adopted by Hampshire MOPP.

### **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 (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, 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**

- Eling Infant School and Nursery is situated in Eling.
- There are currently 150 children on roll At Eling Infant School and Nursery and this includes children for within and outside the designated catchment areas
- Almost all children come from a White, British background however since September 2024 we have had an increase in families joining us from differing backgrounds including Afghan, Indian, Black African and any other white background.

- The school has high levels of children with SEND in comparison to other schools nationally and locally.
- The school has a high level of eligibility compared to other schools nationally.
- School stability is above average as is school location deprivation.
- EAL has increased to 15% of the school population although still close to average nationally.

• The school prepares and uses a Single Equality Statement and Single Equality Action Plan. These documents reflect all equality and diversity issues we face as a school.

## **Principles**

To fulfil our legal obligations, a number of principles guides us.

### **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 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

**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

### **3. 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).

### **4. 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.

### **5. 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.

### **6. 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.

### **7. 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.

### **8. 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 the engagement we have been involved in.

The objectives can be found in the schools Equality action plan which is reviewed annually.

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:** January 2026

**Date for policy review:** January 2027

### Appendix A Equalities 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).

We have also involved staff, pupils, parents in collecting their views.

#### **Pupil-related data (data from July 2025) Equalities data**

<b>Attainment in reading by end of KS1 – National reading 80% working at or above ARE</b>					
<b>Girls</b>	<b>Boys</b>	<b>Pupil Premium</b>	<b>Non Pupil Premium</b>	<b>SEND</b>	
71%	89%	78%	80%	58%	
<b>Attainment in writing by end of KS1- National writing 74% working at or above ARE</b>					
<b>Girls</b>	<b>Boys</b>	<b>Pupil Premium</b>	<b>Non Pupil Premium</b>	<b>SEND</b>	
65%	83%	67%	77%	45%	
<b>Attainment in maths by end of KS1 – National maths 83% working at or above ARE</b>					
<b>Girls</b>	<b>Boys</b>	<b>Pupil Premium</b>	<b>Non Pupil Premium</b>	<b>SEND</b>	
71%	94%	66.6%	88%	70%	

## Key Stage 1 results 2025

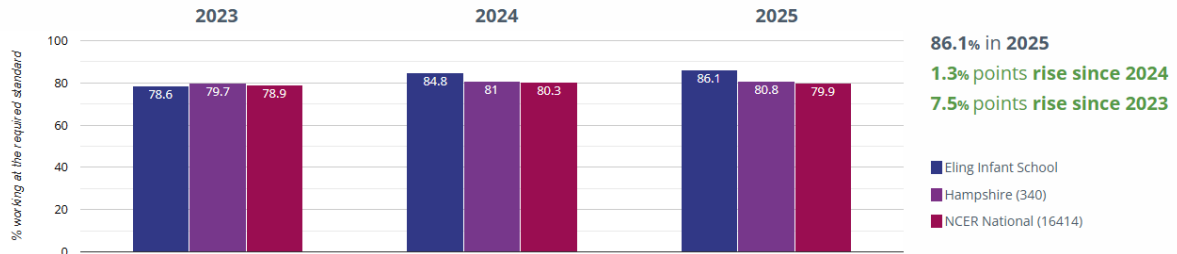
Percentage of children meeting Age-Related Expectations at Key Stage 1				
	Reading	Writing	Maths	RWM
School 2023	75%	70%	82.5%	62.5%
<b>National 2023</b>	<b>68.5%</b>	<b>60.3%</b>	<b>73.2%</b>	<b>56.7%</b>
School 2024	75%	68%	71%	60.5%
School 2025	80%	74%	83%	62.5%

Note there is no national data Key Stage 1

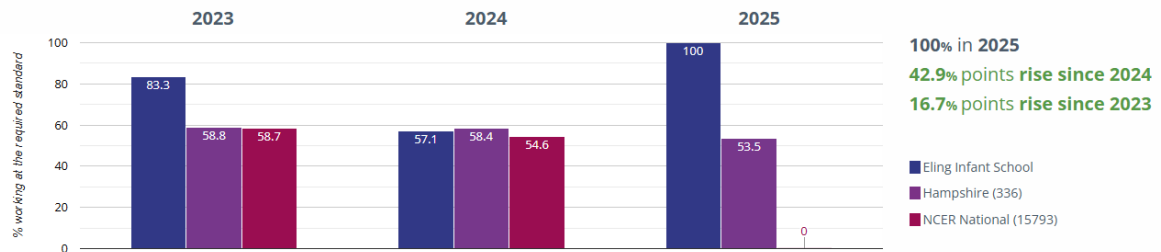
Note there is no national Key Stage 1 data for 2025.

## Phonics data for 2025

### Year 1: Working At

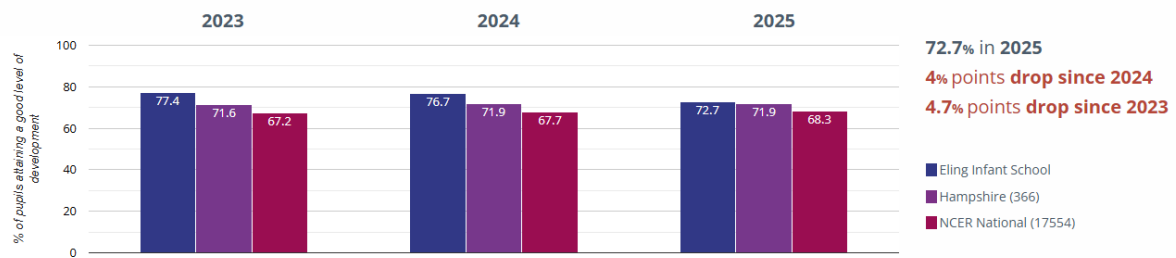


### Year 2: Working At



## Early Years data for 2025

## ★ Good Level Of Development



## Qualitative information

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.

## Equality Objectives 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).

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

*To improve attendance for disadvantaged pupils to be inline with other pupils.*

*To ensure that the curriculum promotes the equal value of all human beings regardless of their circumstances or background during a period of curriculum review.*

*The progress of children with SEND will be inline with the children without additional needs.*

*(See Action plan 2024-2028)*