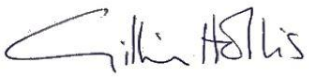
Equality Policy – Froxfield Primary School

(including Equality Information and Objectives)

Review Cycle:-	Every 4 years with Equality information (appendix A) reviewed annually	Date of Next Review:-	Spring 2027
Approver:- Chair of Governors	Signed:-  Date:- 14/05/2025	Approver:- Head Teacher	Signed:- Date:- 14/05/2025

Introduction

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

Our School's Christian Values of Love, Respect and Courage are the basis of our ethos and they shape all our attitudes, behaviour, learning and relationships. They foster a culture where equality is valued and practised. A loving and caring attitude enables us to see and value the worth of every individual, ensuring that each is nurtured to achieve their true potential; respect is the basis of all relationships in the School, so that we acknowledge that we are each different, but each of equal worth and that together we are stronger for our diversity; and with courage we can call out unfairness, partiality and prejudice and put wrongs right.

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

Froxfield CE School is located in rural Hampshire close to the market town of Petersfield. It is a small Church of England school with four classes (103 children).

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

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.

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

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, 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 and others in the following ways:

- year group reps
- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil-related data – September 2025

<table>
<tr><td>Information</td><td>Evidence and commentary</td></tr>
<tr><td>Attendance 2024/25</td><td>
<table>
<tr><th>Group</th><th>Attendance %</th></tr>
<tr><td>All</td><td>94.8%</td></tr>
<tr><td>Girls</td><td>93.9%</td></tr>
<tr><td>Boys</td><td>97.0%</td></tr>
<tr><td>SEN with EHCP</td><td>87.1%</td></tr>
<tr><td>Other SEN</td><td>88.7%</td></tr>
<tr><td>FSM</td><td>87.2%</td></tr>
</table>
</td></tr>
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<table>
<tr><td>Composition of the School September 2024</td><td>Girls – 55.9%
Boys – 44.1%</td></tr>
<tr><td>Ethnic Background – September 2024</td><td>
<table>
<tr><th>White British</th><th>White English</th><th>Other mixed background</th><th>Any other white background</th><th>Not yet obtained</th><th>White other</th><th>Any other mixed</th><th>Any other Asian</th><th>White & Asian</th></tr>
<tr><td>76%</td><td>2.3%</td><td>2%</td><td>3.9%</td><td>1.6%</td><td>0.8%</td><td>2%</td><td>0.8%</td><td>0.8%</td></tr>
</table>
</td></tr>
<tr><td>Children with English as a second language</td><td>1.8%</td></tr>
<tr><td>Special Educational Needs</td><td>11.3% of children with SEN Support
2.8% of children with EHC plan</td></tr>
<tr><td>End of Foundation Stage Data 2025</td><td>
<table>
<tr><th>Group</th><th>% Achieving GLD</th></tr>
<tr><td>Girls (7)</td><td>100%</td></tr>
<tr><td>Boys (10)</td><td>80%</td></tr>
<tr><td>Disadvantaged (0)</td><td>0%</td></tr>
</table>
</td></tr>
<tr><td>Year 1 Phonics Tests-2025</td><td>
<table>
<tr><th>Group</th><th>% achieving the standard</th></tr>
<tr><td>All (11)</td><td>91%</td></tr>
<tr><td>Girls (7)</td><td>100%</td></tr>
<tr><td>Boys (4)</td><td>100%</td></tr>
<tr><td>Disadvantaged (1)</td><td>0%</td></tr>
</table>
</td></tr>
<tr><td>End of KS2-2024</td><td>
<table>
<tr><th>Group</th><th>Reading</th><th>Writing</th><th>Maths</th></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>Achievement</td><td>
<table>
<tr><th></th><th>% EXS+</th><th>% GDS</th><th>% EXS+</th><th>% GDS</th><th>% EXS+</th><th>% GDS</th></tr>
<tr><td>All (13)</td><td>85%</td><td>38%</td><td>85%</td><td>15%</td><td>77%</td><td>31%</td></tr>
<tr><td>Girls (4)</td><td>100%</td><td>25%</td><td>75%</td><td>0%</td><td>75%</td><td>0%</td></tr>
<tr><td>Boys (9)</td><td>78%</td><td>44%</td><td>89%</td><td>22%</td><td>78%</td><td>44%</td></tr>
<tr><td>Disadvantaged</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
</table>
</td></tr>
<tr><td>Participation in School Council by Groups

September 2025</td><td>
<table>
<tr><th>Group</th><th>% of group (total 7 children)</th></tr>
<tr><td>Girls</td><td>29%</td></tr>
<tr><td>Boys</td><td>71%</td></tr>
<tr><td>Disadvantaged</td><td>0%</td></tr>
<tr><td>SEN</td><td>14%</td></tr>
<tr><td>EAL</td><td>0%</td></tr>
</table>
</td></tr>
<tr><td>House/Vice-Captains by Group

September 2025</td><td>
<table>
<tr><th>Group</th><th>% of group (total 8 children)</th></tr>
<tr><td>Girls</td><td>75%</td></tr>
<tr><td>Boys</td><td>25%</td></tr>
<tr><td>Disadvantaged</td><td>0%</td></tr>
<tr><td>SEN</td><td>25%</td></tr>
</table>
</td></tr>
<tr><td>Percentage of disadvantaged children</td><td>FMS6 3.8%
PP+ 0.9%</td></tr>
</table>

Staff data

As the school has fewer than 150 staff, the Governing Body will not be required to publish information in relation to their staff.

Date for publication: *Spring 2025*

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

Date for review and re-publication: *Spring 2027*

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).

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

- parent questionnaires
- involvement of the student council
- staff survey
- Year group reps
- contact with the local community

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

Objectives set Spring 2025

Objective 1:

To promote diversity within our curriculum associated resources, with specific references given (when appropriate) to race, religion, gender, SEND and different family models.

January 2026 - Review

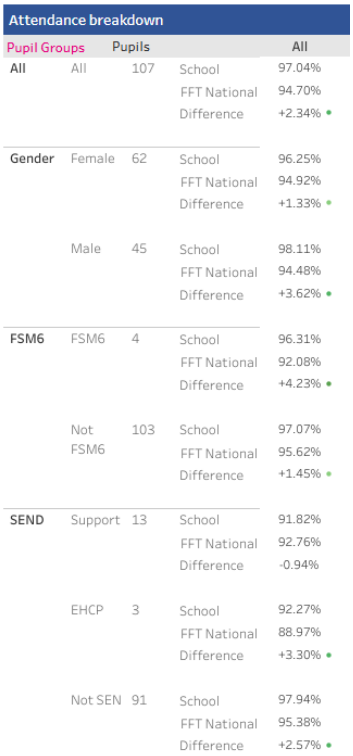
The new PSHE Scheme of Work which began implementation in September has a stronger focus on diversity and this is also promoted through CW themes.

The school has introduced Equality Champions – these are 5 children in Year 6. They will work with Mrs Kentish to champion equality across the school.

Objective 2:

To continue to improve the attendance figures of all pupil groups so they are in line with the school target of 96%.

January 2026 - Review



Attendance breakdown				
Pupil Groups	Pupils			All
All	All	107	School	97.04%
			FFT National	94.70%
			Difference	+2.34%
Gender	Female	62	School	96.25%
			FFT National	94.92%
			Difference	+1.33%
	Male	45	School	98.11%
			FFT National	94.48%
			Difference	+3.62%
FSM6	FSM6	4	School	96.31%
			FFT National	92.08%
			Difference	+4.23%
	Not FSM6	103	School	97.07%
			FFT National	95.62%
			Difference	+1.45%
SEND	Support	13	School	91.82%
			FFT National	92.76%
			Difference	-0.94%
	EHCP	3	School	92.27%
			FFT National	88.97%
			Difference	+3.30%
	Not SEN	91	School	97.94%
			FFT National	95.38%
			Difference	+2.57%

In 2024/25 attendance of FSM was 91% and attendance of SEND was 90.3%.

Attendance of all pupil groups from September 2025-January 2026 is above 96% except for those with SEND which is currently 91.8%. This SEND attendance is showing a relative improvement. There are 13 children in this group and individual attendance is closely monitored and support/action put in place as required.

New Objective 3 - January 2026

Further develop children's empathy, tolerance and understanding of the views, needs and beliefs of others.

Date of publication: Spring 2025

Date for review and re-publication: Spring 2026

Date for review and re-publication:

Date for review and re-publication: