

# COMPTON ALL SAINTS' C OF E PRIMARY

## Equality Policy

*Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas.*

*All its work is underpinned by its core values of love, courage and respect.*

### 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 pro-mote 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 (May 2024)

Compton All Saints' serves a small, rural community on the southern outskirts of Winchester.

No. on roll	110
Pupil Premium Eligible	17.3%
English as Additional Language	7.2%
SEND	11.8%
Ethnic Minority Groups	21%

One of Compton's significant characteristics is that it has a very low rate of children with English as an additional language and/or SEND.

Despite an increase in children from families from ethnic minority groups in recent years; the school still lacks ethnic, cultural and religious diversity which is an issue it tries to counter through its curricular and extra-curricular activities. The proportion of families in a high socio-economic group is another significant characteristic.

## 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 a connection with the forces community
- Whether or not they have refugee / asylum status
- 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 (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

Signed: .....  
Chair of Governors

Date: .....

Signed: .....  
Headteacher

Date: .....

## 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, 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

National data about the end of KS2 results can be found via the following link:

<https://www.compare-school-performance.service.gov.uk/school/116354>

### Gathering and Using Information

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential.

We will consider the information we have collected about our school, where possible, in the context of national and county information. Some comparator detail is available from:

***the Hampshire Facts and Figures website*** <http://www3.hants.gov.uk/planning/factsandfigures.htm>

***Department for Education – national School Workforce Census data:***

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/news/a0076945/school-workforce-census-data-published>

We will use the information collected to:

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future actions

Some of the most recent information collected by the school will be available on the school website from April 2018 and updated annually thereafter. The school will respond positively to requests for copies of the annual report in paper form or alternative formats.

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Date of review and re-publication: **May 2025**

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## Appendix B

### Equality Objectives

In accordance with the duty placed on schools, we have evaluated the available information, prioritised the areas we believe will achieve the aims of the Statement and, as a result, set the following objectives to be worked upon:

#### Objective 1:

To eliminate all forms of prejudice-based incidents towards people who share a protected characteristic and implement an open culture of understanding, acceptance and positivity.

We will do this by:

- Working with parents to assess their understanding of issues around diversity and equality, following surveys we will work with parents to support their own understanding
- Working with EARA groups to promote diversity and equality within the school, and our community
- Through careful design of our curriculum to ensure all protected characteristics are fairly represented
- Through deliver of whole school and class worship to promote and reinforce our values of Love, Courage and Respect

#### Objective 2:

To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.

We will do this by:

- demonstrate high expectations and operate consistent routines and protocols
- deliver a powerful, knowledge-rich curriculum for all
- ensure all staff have up to date and relevant CPD around a variety of equality, inclusion and diversity areas
- offer the very best teaching and support to all children
- use the Pupil Premium and SEN Funding effectively for closing identified gap

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