

Equalities Policy

(including Equalities Information and Objectives)

Prepared By:	Donna Fox – Director of Education Primary		
Approved By:	Pete Gould	Date:	September 2024
Start Date:	September 2024	Review	September 2026

1 Introduction

Shirley Infant School welcomes 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 Hamwic Equalities 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, ethnicity, 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

Shirley Infant School is a large school in an urban area with pupils from a wide range of socio-economic backgrounds. The majority of children come from the school's catchment area. As per the Autumn 25 Census we have within a percentage range of 3% a 50/50 proportion of boys and girls within the school.

Some year groups are proportionality heavy gender based as per September 2025:

Year R: 47 Boys to 42 girls

Year 1: 47 Boys to 42 girls

Year 2: 37 Boys to 49 girls Previous

Year 2 Cohort 24/25: 45 Boys to 45 girls

Within our academy we are within the top 10 schools with highest percentage of children with English as an additional Language with September 25 at 44% for the Census. Pupils from ethnic minority groups are well integrated and generally perform above the local authority average. We have a number of children arriving within each year with little or no English. This is within the new cohorts of Year R and midyear

admissions into the three year groups. These pupils are well supported with our targeted support from their baseline assessments. We are in line with national figures regarding pupils who have some learning need. We have as of September 2025 4% (6) of our children who have an educational Health Care Plan in place. We have 10.6% of our children identified with as having SEND support or and EHCP, we are below the national average as nationally this is around 17-18%

We collect equality information and this can be referenced in the appendices of this statement.

Principles

To fulfil our legal obligations, we are guided by a number of principles. 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
- Whether they have a connection with the forces community
- Whether or not English is their first language
- Whether or not they have refugee/asylum status
- 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 note 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 note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note 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

We observe good equalities practice in relation to staff and follow the Hamwic Education Trust's Disability and Equality policy. 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). 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. We consult and involve, to ensure that 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.

We aim to foster greater community cohesion. We intend that our policies, activities and curriculum offer greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

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.

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. This policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

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

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).

Our aim and values are designed to ensure that the school meets the needs of all adults and children, taking account of differences in ethnicity, culture, gender, religion, language, age, ability, family circumstances, sexual orientation, linguistic background, disability and social circumstances. It is important to us that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society that is multi-ethnic and inclusive.

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

- Parent Forum
- Governors Meetings
- School Council Meetings
- Pupil Voice questionnaire
- Parent Surveys
- Pupil Surveys
- PSHE curriculum themes
- CPOMS behaviour regular scrutiny of incidents

Pupil-related data

Pupil Information –Shirley Infant School Information for end of academic year 2025 academic year

	Number on roll (whole school)	Attendance % (whole School)	Outcomes Reading for end of KS1	Outcomes Writing for end of KS1	Outcomes Maths for end of KS1
Whole School	269	96.8%	75%	70%	84%
Girls	143	95.9%	81%	80%	85%
Boys	126	95.8%	70	58	84
EAL (English as an additional language)	100	93.1%	71%	68%	71%
SEN (Special Educational Needs)	41	93.8%	44%	25%	50%
FSM (Free School Meals)	30	92.1%	53%	47%	65%
EHCP (Education Health and care plan)	6		50%	0%	50%
LAC (Looked after Child)	2		50%	50%	100%
Service children premium					

	Attendance % (whole School)
Any other Asian Background	3.2%
Any other Ethnic Group	0%
Any other mixed background	2.1%
Any other white background	6.3%
Black Caribbean	0%
Black African	2.1%
Chinese	0%
Gypsy/Roma	1.6%
Indian	7.9%
Not yet obtained	1.6%
Other mixed background	2.1%
Other white British	11.1%
Pakistani	0%
White British	53.2%
White English	5.3%

White and any other ethnic group	0%
White and Asian	3.2%
White and Black African	0%
White and Black Caribbean	0%
White Eastern European	2.6%

The school has published various policies on the school's internet site, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. 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: September 2025

Appendix B Equality Objectives

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

- To eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- To advance equality of opportunity between people who share a protected characteristic and those who do not
- To 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 reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

Our schools' aim is: **Every child - belonging, nurture, safe Every Chance - Inclusive, opportunities, adapt Every day - consistent, understanding, ambitious**

Our School's Values are: **Kindness, Integrity and Respect**. **Kindness** - We think about others when we act and go out of our way to help. **Integrity** - We do the right thing even when someone isn't looking. **Respect** - We accept others for who they are including when they are different from us.

Our Learning Behaviours are: **Independence, co-operation, curiosity, perseverance and kind**

We nurture every child to believe in themselves and give them opportunities to discover their endless potential. Each member of our community celebrates individuality and respects diversity. We prepare our learners with the skills to be creative, future thinkers who will be responsible and ready to make a positive contribution to our ever changing world. Our aim and values are designed to ensure that the school meets the needs of all adults and children, taking account of differences in ethnicity, culture, gender, religion, language, age, ability, family circumstances, sexual orientation, linguistic background, disability and social circumstances. It is important to us that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a diverse society that is multi-ethnic and inclusive. Shirley Infant School has published various policies on the school's website, such as the SEN report, behaviour policy, attendance policy, safeguarding and child protection policies and our curriculum information. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Having referred to and analysed our equality information, we have set ourselves the following objective(s) for our three year cycle **2023/24 to 2026/27**:

Objective	Milestones end of 2024	Milestones end of 2025																																																																																																																																																								
Objective 1: To secure outcomes for SEND pupils that are broadly in line with SEND pupils nationally in all reading subjects	<table><tr><th></th><th>SIS Year R</th><th>National Year R</th><th>Southampton Year R *</th><th>SIS Year 1</th><th>National Year 1**</th><th>Southampton Year 1 *</th><th>SIS Year 2</th><th>National Year 2***</th><th>Southampton Year 2 *</th></tr><tr><td>EHCP</td><td>Comp - 0% Reading - 50%</td><td></td><td>7.2%</td><td>0% ARE 50% GD</td><td>20%</td><td>6.9%</td><td>0% ARE 25% GD</td><td>12%</td><td>6.4%</td></tr><tr><td>SEND</td><td>Comp - 25% Reading - 50%</td><td></td><td>5%</td><td>37% ARE 12% GD</td><td>48%</td><td>7.5%</td><td>30% ARE 15% GD</td><td>32%</td><td>8.6%</td></tr></table> * This is compared to combined subjects for Southampton ** National year 1 data is taken from phonics screening *** Percentage of pupils meeting the expected standard in reading for 2022/23		SIS Year R	National Year R	Southampton Year R *	SIS Year 1	National Year 1**	Southampton Year 1 *	SIS Year 2	National Year 2***	Southampton Year 2 *	EHCP	Comp - 0% Reading - 50%		7.2%	0% ARE 50% GD	20%	6.9%	0% ARE 25% GD	12%	6.4%	SEND	Comp - 25% Reading - 50%		5%	37% ARE 12% GD	48%	7.5%	30% ARE 15% GD	32%	8.6%	<table><tr><th rowspan="3">KS1 Combined 66%</th><th colspan="12">Attainment</th></tr><tr><th colspan="6">% ARE+</th><th colspan="6">% above</th></tr><tr><th>All</th><th>PP</th><th>SEN</th><th>PP+SEN</th><th>EAL</th><th>B/G</th><th>All</th><th>PP</th><th>SEN</th><th>PP+SEN</th><th>EAL</th><th>B/G</th></tr><tr><td>Reading</td><td>75%</td><td>53%</td><td>44%</td><td>33%</td><td>71%</td><td>70/81%</td><td>23%</td><td>0</td><td>13%</td><td>0</td><td>18%</td><td>11/32%</td></tr></table> Increased by 10% end of year attainment in SEND group leaving us being able to read at an age expected level. 20% (1/5 children) of the SEND group passed the phonics rescreen in Year 2. 3 of these all made significant progress from start points.	KS1 Combined 66%	Attainment												% ARE+						% above						All	PP	SEN	PP+SEN	EAL	B/G	All	PP	SEN	PP+SEN	EAL	B/G	Reading	75%	53%	44%	33%	71%	70/81%	23%	0	13%	0	18%	11/32%																																																																								
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Objective 2: To increase attainment for our EAL children who are working within our lowest 20% in mathematics across KS1 so that they are broadly in line with EAL nationally.	<table><tr><th rowspan="3">KS1</th><th colspan="12">Attainment</th></tr><tr><th colspan="6">% ARE+</th><th colspan="6">% above</th></tr><tr><th>All</th><th>PP</th><th>SEN</th><th>PP+SEN</th><th>EAL</th><th>B/G</th><th>All</th><th>PP</th><th>SEN</th><th>PP+SEN</th><th>EAL</th><th>B/G</th></tr><tr><td>Reading</td><td>78%</td><td>60%</td><td>25%</td><td>17%</td><td>75%</td><td>68/85%</td><td>23%</td><td>0</td><td>13%</td><td>0</td><td>18%</td><td>11/32%</td></tr><tr><td>Writing</td><td>72%</td><td>50%</td><td>13%</td><td>0</td><td>68%</td><td>59/81%</td><td>14%</td><td>0</td><td>13%</td><td>0</td><td>14%</td><td>5/19%</td></tr><tr><td>Maths</td><td>75%</td><td>60%</td><td>25%</td><td>17%</td><td>64%</td><td>67/79%</td><td>17%</td><td>0</td><td>0</td><td>0</td><td>11%</td><td>24/11%</td></tr></table> In maths there is a 10% gap between EAL and all. Focus has been on children securing fluency and being supported by the maths hub. Focus for 24.25 is to close the gap to be inline with reading.	KS1	Attainment												% ARE+						% above						All	PP	SEN	PP+SEN	EAL	B/G	All	PP	SEN	PP+SEN	EAL	B/G	Reading	78%	60%	25%	17%	75%	68/85%	23%	0	13%	0	18%	11/32%	Writing	72%	50%	13%	0	68%	59/81%	14%	0	13%	0	14%	5/19%	Maths	75%	60%	25%	17%	64%	67/79%	17%	0	0	0	11%	24/11%	School is taking part in the Hamwic EAL working party. Focus currently were data shows biggest impact is in year transfers mainly into Year one. Our pathways shows the who have not been on our three year curriculum journey are off mainly off track by Spring of Year two. Current focus in year transfer of children, baselining quickly to address gaps and make and secure rapid gains for children especially in phonics and reading <table><tr><th rowspan="3">KS1 Combined 66%</th><th colspan="12">Attainment</th></tr><tr><th colspan="6">% ARE+</th><th colspan="6">% above</th></tr><tr><th>All</th><th>PP</th><th>SEN</th><th>PP+SEN</th><th>EAL</th><th>B/G</th><th>All</th><th>PP</th><th>SEN</th><th>PP+SEN</th><th>EAL</th><th>B/G</th></tr><tr><td>Reading</td><td>75%</td><td>53%</td><td>44%</td><td>33%</td><td>71%</td><td>70/81%</td><td>23%</td><td>0</td><td>13%</td><td>0</td><td>18%</td><td>11/32%</td></tr><tr><td>Writing</td><td>70%</td><td>47%</td><td>25%</td><td>0</td><td>68%</td><td>58/80%</td><td>14%</td><td>0</td><td>13%</td><td>0</td><td>14%</td><td>5/19%</td></tr><tr><td>Maths</td><td>84%</td><td>65%</td><td>50%</td><td>33%</td><td>71%</td><td>84/85%</td><td>17%</td><td>0</td><td>0</td><td>0</td><td>11%</td><td>24/11%</td></tr></table>	KS1 Combined 66%	Attainment												% ARE+						% above						All	PP	SEN	PP+SEN	EAL	B/G	All	PP	SEN	PP+SEN	EAL	B/G	Reading	75%	53%	44%	33%	71%	70/81%	23%	0	13%	0	18%	11/32%	Writing	70%	47%	25%	0	68%	58/80%	14%	0	13%	0	14%	5/19%	Maths	84%	65%	50%	33%	71%	84/85%	17%	0	0	0	11%	24/11%
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Objective 3: To increase the number of vulnerable children attending school in order to reduce the	At the end of Spring 2 our PA was 10.1% of statutory school age children (18 pupils, 5 of whom had left the school)	At the end of Autumn 2 our PA was 15.4% o statutory school age children (27 pupils, 3 of whom had left the school)																																																																																																																																																								

current July 2022 % of PA from 14%.	At the end of Summer 1 our PA was 9.9% (19 pupils, 5 of whom had left the school) At the end of Summer 2 our PA was 7.9% (15 pupils, 5 of whom have left the school)	At the end of Spring 2 our PA was 7.9% of statutory school age children (17 pupils, 3 of whom had left the school) At the end of Summer 2 our PA was 8% of statutory school age children (17 pupils, 3 of whom had left the school) Whilst we sit in line with Summer 2 of previous year there were 2 more pupils and only 3 left. We are on target to continue to reduce PA from target of 14% to nearly half.
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Our previous three year plan for our objective outcomes were as follows:

Objective 1: Increase attainment for EAL children who are working within our lowest 20% in reading, writing and mathematics across KS1 so that they are in line with those found nationally by July 2020. Year 2 80% of EAL for reading we are above national average 63% of EAL for writing 72% of EAL for maths

Objective 2: To continue to ensure SEN support pupils make expected progress across the key stage as a result of well targeted support by July 2020. By tracking end of Year R data through to end of KS1 data we can demonstrate that we have met this target. Children are consistently making expected progress. Year 2 all children apart from 2 have made expected or better progress in 2021. Year 1 all children apart have made expected or better progress in 2021. Year R all children apart have made expected or better progress in 2021.

Objective 3: To continue improving attendance of EAL families with a particular focus on persistent lateness to above 95% by July 2021. We met this target by reaching 96%

Date of publication:

Academic Year September 2024/25 for a three year strategy

Date for review and re-publication:

End of academic year 2026.27

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.

