

Heatherside Junior School Equalities Statement January 2025 – January 2026 (including Equalities Information and Objectives)

Introduction

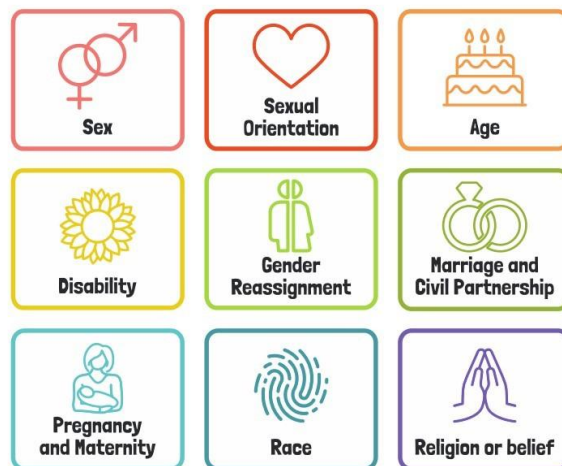
We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

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 Hampshire County Council's personnel policies and procedures.

National and Legal Context – Protected Characteristics

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

Heatherside Junior School is located within the town of Fleet in the district of Hart. Hart is one of the 20% least deprived boroughs nationally and has relatively low unemployment. National censuses often reveal Hart to be the area of England with the best quality of life. 92% of the population of Hart is White British according to published 2023 [equality information](#).

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 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 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 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

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 Pupil Voice groups; 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. Year 6 in 2024 completed a diversity questionnaire and their views have been evaluated.

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, including that for PSHE.
- 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 suspensions.
- Our partnership working with parents and carers.
- Our contact with the wider school community.
- Our participation in HCC local Inclusion and Diversity networks and training.

Addressing discrimination and discrimination-related bullying

The school is opposed to all forms of discrimination including, but not limited to, discrimination related to protected characteristics. We will ensure that discrimination-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 discrimination-related incidents that may occur
- plan and deliver the curriculum taking account of protected characteristics.
- support pupils in their class who have additional needs

Date approved by the Governing Body: January 2025

Date for policy review: January 2026

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, religion and belief and sexual orientation).

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

- Pupil focus groups/questionnaires
- parent questionnaires
- involvement of the Pupil Voice groups
- consultation with staff

Pupil-related data 2024 to 2025 Academic Year (Results from 2024 SATs)

Information	Evidence and commentary
Pupils on roll 2024-2025 academic year 381	54% male and 46% female
English as an additional language (EAL)	13%
Pupils with Special Educational Needs or Disability (SEND)	12%
Pupils in receipt of Free School Meals or Pupil Premium (PP)	9% (34 pupils)
Pupils whose ethnicity is other than WBR (White British)	17%
Attainment by KS2 by gender 2024 (96 pupils 49 boys and 47 girls)	Reading 82% boys 87% girls Writing 73% boys 87% girls Maths 82% boys 74% girls
SEN pupils meeting Age Related Expectations by the end of Key Stage 2 in 2024 (25 out of 96 pupils on SEN Register = 26% of cohort)	Reading 56% Writing 36% Maths 44%
Participation in pupil positions of responsibility 2024-2025 (All are elected by pupils)	Eco Team (12 pupils) Wellbeing Ambassadors (12 pupils) Reading Champions (24 pupils) of which 54% girls 46% boys 10% SEND 4% Pupil Premium 4% EAL 16% Other than WBR 50% of the House Captains and Vice Captains are boys (8 pupils) 50% of the House Captains and Vice Captains are girls (8 pupils) 8% EAL 25% SEND 16% PP

Other information

Governor representation as at January 2025	5 Male, 8 Female (12 Governors are White British, 1 other than White British) The school will continue in its endeavour to ensure equal representation on Governing Body.
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Qualitative information

- Key school policies are available on the school [website](#). All other policies are available from the school office. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.
- Minutes of governor meetings are available in school
- The school discusses the importance of equality issues in everyday school life e.g. through assemblies, debates, mix-up events, Personal, Social and Health Education, specific units of work e.g. stereotypes, racism, anti-bullying.
- There is a robust tracking system for pupil data in school and progress is monitored for all children termly. Targeted interventions are set up where necessary.
- Heatherside Junior School is part of a local HCC Diversity and Inclusion Group.

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

Equality Objectives

Appendix B

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

Objective 1 (Based on pupil equalities data)

Although representation in pupil groups is broadly in line with the school profile, the school will continue to implement strategies, approaches and support which will enable high levels of representation and participation across the school for all groups.

Objective 2: (From School Improvement Plan - Key Area 2)

To use a range of effective formative and summative assessments to inform teaching, learning and interventions so that all pupils make good or better progress from their starting points

Objective 3: (From School Improvement Plan - Key Area 3)

To continue to actively support the personal development, behaviour and wellbeing of children to promote and achieve a positive, safe and successful climate for learning where all children make the best possible progress.

Date of publication of Appendix A: January 25 Date for review & re-publication of Appendix A: Jan 26

Date of publication of Appendix B: January 25 Date for review & re-publication of Appendix B: Jan 26