



SILCHESTER CHURCH OF ENGLAND PRIMARY SCHOOL

*Compassion, Courage & Respect*

# Equality Policy

Last Reviewed : September 2025  
Date of Next Review : September 2026

## VISION STATEMENT

Our **vision** for Silchester is for **everyone to flourish**.

Our school is a place of love, of belonging and family.

We have a heart for people, inspiring everyone to be the best version of themselves:  
for themselves, for others, for our community and for our world.

With our roots deeply embedded and nourished by our Christian values, we will **thrive together**.

We will reach out to each other, our community and the wider world with *Compassion* in our hearts.

We will live bravely, showing *Courage* to keep going when facing challenge.

We will *Respect* ourselves and others, embracing everyone's unique gifts,  
and value the contribution that we can all bring to God's world.

## Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. As a Church of England school, our policy is based on the Christian value of respect.

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 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 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**

We collect information which is referenced within the appendices.

- The workforce is predominantly female and White British (91% as at Jan 2025)
- 87% of pupils are White British and 1.6% have English as an additional language (as at Jan 2025)
- 6% of pupils are entitled to Pupil Premium Grant (as at Jan 2025)

### **Principles**

To fulfil our legal obligations, we are guided by a number of principles.

#### **1. All pupils, families and staff are of equal value**

This policy has been adopted and adapted from the Model School Equality Policy© Hampshire County Council – Education Personnel Services.

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 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.

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- 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.

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## **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum 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.

Where schools have less than 150 staff, the Governing Body are not be required to publish information in relation to their staff, and therefore are only required to publish pupil-related data.

## **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

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- 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, 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, 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

<b>Date of issue of policy</b>	September 2025 with an annual review
<b>This review published and agreed by the governing body</b>	
<b>Date of setting of objectives</b>	September 2025 progress against which to be reviewed annually
<b>Date new objectives to be published:</b>	September 2025

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*NOTE: Governors may also wish to refer to the Governors workbook to support them to consider what information should be published.*

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

- 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:

- Parent questionnaires
- Involvement of the School Council
- Staff survey

## Pupil-related data

Attainment data is from the Key Data 2024.

### EYFS

EYFS Outcomes								
	C&L	Maths	PD	PSE	Literacy	UTW	EAD	GLD
<b>Cohort:</b>	<b>94%</b>	<b>100%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>100%</b>	<b>100%</b>	<b>83.3%</b>
<b>National 23</b>	82%	80%	86%	85%	71%	82%	87%	67.2%
<b>Girls:</b>	89%	100%	100%	100%	100%	100%	100%	89%
<b>Boys:</b>	100%	100%	89%	89%	100%	100%	100%	78%

### Key Stage 1

Key Stage 1 End of Year Outcomes								
	Reading		Writing		Maths		Combined	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
<b>School 24</b>	<b>82%</b>	<b>36%</b>	<b>68%</b>	<b>9%</b>	<b>82%</b>	<b>14%</b>	<b>68%</b>	<b>9%</b>
<b>Nat 23</b>	68%	19%	71%	3%	70%	16%	71%	6%
<b>School 23</b>	77%	19%	60%	8%	81%	10%	56%	3%

### Key Stage 2

Key Stage 2 End of Year Outcomes								
	Reading		Writing		Maths		Combined	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
<b>School 24</b>	<b>67%</b>	<b>30%</b>	<b>63%</b>	<b>19%</b>	<b>63%</b>	<b>11%</b>	<b>48%</b>	<b>3%</b>
<b>Nat 23</b>	74%	30%	72%	14%	73%	23%	59%	6%
<b>School 23</b>	58%	23%	50%	8%	35%	0%	31%	0%

### Phonics

	National '23	School 22-23	School 23-24
Pass	75%	93%	91%
35+ marks			91%
Full marks			24%

### MTC

	National '23	School 22-23	School 23-24
Average	20.2	20	20.6
Full marks	29%		40%
20+ marks			60%

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## Staff data

Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff, but they may still choose to do so, provided it does not allow for individuals to be identified. Schools will still require the information on the characteristics of their workforce to enable them to consider the impact of their policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.

## Other information

Information	Evidence and commentary
Governor representation	There are currently two vacancies – one Foundation Governor position and one Parent Governor position. Of the remaining 10 governors, three are male.
Volunteers	84% Female - 16% Male

## Qualitative information

The school has published various policies on the school website.

<https://silchesterschool.org/hants/primary/silchester>

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**

**Date for review and re-publication of this appendix**

**September 2026**

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

- Parent questionnaires
- Involvement of the school council
- Staff survey

Having referred to and analysed our equality information, we have set ourselves the following objectives:

**Objective 1:** To ensure that all children with SEND are making good progress against their targets relative to their individual starting points.

**Objective 2:** To develop pupils' knowledge and understanding of world religions and cultures by reviewing our curriculum coverage and progression.

**Objective 3** To establish a Silchester Guarantee based on the life skills and experiences that we will provide throughout a pupil's time with us.

**Date of publication of this appendix**

**September 2025**

**Date for review and re-publication of this appendix**

**September 2028**

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