

Charles Kingsley's CE Primary School

Equality Policy and Objectives



This policy was reviewed by the Governing Body:

Autumn Term 2026

Next Review Date: Autumn Term 2027

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 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

Charles Kingsley's CE Primary School is an average, single form entry primary school with 218 pupils on roll when full. The PAN is 30. Our pupils, like all children, deserve the opportunity to be successful regardless of their gender, background, needs or other protected characteristics. As a school, we are dedicated to ensuring the best outcomes for all pupils - academically, socially, emotionally and developmentally.

The school is a Victorian building, built in 1853 and situated in the village of Eversley. Eversley is a village in the Blackwater valley in north east Hampshire right on the border with Finchampstead in Berkshire, 1 mile west of Yateley, 5 miles south of Wokingham and 4 miles north of Fleet. The village consists of 5 main areas,

Eversley Street, Eversley Cross, Eversley Centre, Lower Common and Up Green. The Hart District is one of the least deprived of all the local authorities in England.

Community Served

- 43% boys
- 57% girls
- 17% from minority ethnic backgrounds
- 5% English as an additional language
- 12% Pupil Premium/ Service Premium
- 15% SEN

Vision Statement:

We believe in providing quality education for all which is supported by our core Christian values of love, courage and hope. Our aim is to give each child a firm foundation so that they grow to positively impact our world and live life in all its fullness.

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

Date approved by the Governing Body: Autumn 2026

Date for policy review: Autumn 2027

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, 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 student council
- staff survey
- contact with parents representing pupils with particular protected characteristics

Pupil-related data

Attainment– by gender	% of pupils achieving Expected + in Reading, Writing and Maths (2025-2026)	
	CKS	National
Male	50%	60%
Female	73%	67%
Attainment – Free School Meals	% of pupils achieving Expected + in Reading, Writing and Maths (2025-2026)	
	CKS	National
Ever 6/FSM	50%	Not yet published
Attainment – SEN	% of pupils achieving Expected + in Reading, Writing and Maths (2025-2026)	
No SEN	78%	75%
SEN Support	0%	31%
SEN Statement/EHCP	0%	10%

Attendance

The following is taken from internal records. September 2025-July 2026.

Demographics	Present	National (where data is available)
Compulsory School Age (5 - 15)	96.46%	94.69%
Male	96.26%	93.11%
Female	96.65%	93.03%
SEN	94.65%	89.93%
Pupil Premium Eligible	96.2%	
FSM	96.3%	89.13%
Ever 6 FSM	96.3%	
EAL	95.91%	
Disadvantaged	96.2%	
Gypsy / Roma / Traveller	90.77% (1 child)	

Participation in the wider community:

Participation in the student council 2025 2026(12 pupils)	50% of boys 50% of girls
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Staff data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

Other information

Information	Evidence and commentary
Governor representation as at September 2026	5 women 5 men

Qualitative information

The School publishes the following on our website:

- all school policies
- a note about how the school monitors equality issues in everyday school life
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures

The following information is available on request at the school office:

- minutes of governor meetings
- twinning arrangements with schools which enable pupils to meet and exchange experiences with pupils from different backgrounds
- details about assemblies which deal with relevant equality related issues
- views of the student council

The school has published various policies on the school's internet site www.charleskings-leys.hants.sch.uk. 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 2026

Date for review and re-publication: September 2027

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- *parent questionnaires*
- *involvement of the student council*
- *staff survey*
- *contact with parents representing pupils with protected characteristics*

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

Objective One	To actively engage with the Inclusion and Diversity Project (IDP) by participating in all relevant activities, training, and collaboration opportunities, ensuring that the school community are aware of and involved in the school's commitment to inclusion and diversity.
Objective Two	To implement the IDP action plan across the school, embedding inclusive practices into policies, curriculum, and daily routines, and regularly monitoring progress to ensure measurable improvements in equity and representation.

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Date for review and re-publication: September 2027