

Upham CE (A) Primary School

Single Equalities Statement & Objectives



Approved by Governors – Full Governing Body 16 July 2026

Review date – end of July 2029

1: Introduction to Equality

Equality means:

- giving all sections of the community equal access to employment and to the services we provide
- recognising that different sections of the community require specific measures to make sure they receive equality
- recognising how and why some groups are underrepresented and knowing what to do about it
- taking positive action to assist individuals where this is appropriate

The Governing Body is bound by law not to discriminate on certain grounds. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the “protected characteristics” that qualify for protection (not all applicable to under 18s) from discrimination as: -

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex; and
- Sexual orientation

Socio- Economic deprivation is not currently a protected characteristic, however we are aware of a strong correlation between lived experience of the protected characteristics and reduced income.

The Governing Body of the school recognises its responsibilities in the employment of staff in the school. In accordance with those responsibilities, it wishes to ensure the fair and equal treatment of all its staff, all those who are applicants to work in the school and those individuals who undertake work on school premises. This policy sets out the principles under which the Governing Body of the school will operate to meet these aims.

The policy has been discussed and agreed with all staff representatives and with the trade unions and professional associations. It is available to all staff in the school and to any prospective applicant. The Governing Body welcomes any comments or contributions to the policy document.

The over-riding premise that must be adhered to in matters of equality is that everyone has the right to be treated with dignity and respect whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

This document applies to the whole school community where community is intended to mean children at the school, staff, governors, parents of children at the school and visitors.

2: Vision and Values

Our equality vision and the values that underpin school life

Our school was founded in 1814 by the National Society for Promoting the Education of the Poor in the principles of the Established Church. Throughout the years it has continued to promote the Christian principles of Love for God and for our neighbours whilst providing the highest standards of education for its children. As a Voluntary Aided School we have close links with the Church of England and in particular with our Parish Church, the Blessed Mary of Upham in the Diocese of Portsmouth. Our historical Christian foundation is at the heart of our vision for our school.

Our Vision:

The Christian values of love, care for others and a response to the needs of the world are part of the everyday ethos of our school. All members of our school, children, staff, parents and governors are encouraged to value and respect themselves and each other, the wider community and the environment.

As they grow in mind, body and spirit, our children have the confidence to be aspirational, independent and creative learners who enjoy their work and achieve in all aspects of their education in the caring, family community here.

To achieve this we will:

1. Respect the equal human rights of all our pupils and to educate them about equality.
2. Work to promote positive attitudes towards disability by enabling all pupils involved in the school community to contribute to and gain full access to all activities, wherever possible.
3. Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
4. Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
5. Take account of difference (for example, disability, sex, race, religion, sexual orientation, social context, vulnerable child status) and help overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
6. Respect the equal rights of our staff and other members of the community.
7. In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race equality, disability equality, sex and community cohesion.
8. Take appropriate steps to ensure that equality and diversity is embedded in all of the school's policies and practices.

3: School Context

The characteristics of our school

A brief description of our school and its community setting

Upham Church of England Aided Primary School is a small, rural school with 101 children on roll, serving the parish of Upham.

Most children on roll come from the Parish of Upham with the rest travelling some distance outside the catchment area. A large proportion of children come from the nearby large, rural village of Bishops Waltham. These out of catchment parents have chosen Upham for individual reasons and live in a diverse range of settings from the urban suburbs of Hedge End to the rural setting of Fishers Pond. The majority of children come from relatively high socio-economic backgrounds though this does not reflect the whole school community. Some families live in quite isolated, rural settings.

The majority of children at the school are from a white British ethnic origin. The school has a wider ethnic diversity however than most people perceive, most frequently from Asian, mixed race and white European backgrounds.

The present school buildings have been extended over recent years to provide improved provision for the youngest children. The reception children are taught in a self-contained base as Class 1 and other years are taught as mixed age classes, class 2 consisting of years 1 and 2, class 3 years 3 and 4 and class 4 years 5 and 6.

As an Aided school in the Diocese of Portsmouth, the school has a distinctly Christian ethos and promotes Christian values. We have close links with the Parish Church in the village and participate in church and parish events as well as holding services in the church for families. The rector regularly visits the school to lead collective worship. Currently, Catholic families and those of other or no faith are also happy for their children to be involved in every aspect of school life, including worship

The school supports a variety of strengths of faith across the school, many parents regularly attend church and have chosen the school for its Christian ethos but some have little or no faith but value the character of the school.

4: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector duties and the governing body have decided to adopt the Local Authority Manual of Personnel which exemplifies requirements, as detailed below.

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, sex (including issues of maternity and pregnancy), religion and belief and gender reassignment, 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.

MOPP, Equality Model Policy, accessed at <http://www3.hants.gov.uk/education/mopp/equality-eps/model-policies.htm> April '14

Our school single equality policy is in line with government legislation and church guidance, which gives the right of the school and individuals (children, teachers and governors) to act in line with its religious doctrine and ethos.

This legislation and guidance, now that the law of the land has changed gives the specific right to maintain the church's teaching about sex and marriage, For further details please refer to the documents in Appendix 2.

5: Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Annually, during the first half of the Spring Term, the headteacher will submit an equality report to governors within the whole governing body meeting, detailing outcomes of equality provision and monitoring.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work. The school will develop appropriate support and training and make it available for all staff, including governors, to develop their practice in equalities and diversity work.

Responsibilities for Key persons

The headteacher is responsible for the following areas:

- Single equality scheme
- Disability equality (including bullying incidents)
- SEND/ LDD (including bullying incidents)
- Accessibility (including curriculum activity and on-line learning)
- Sex equality (including bullying incidents)
- Race equality (including racist incidents)
- Equality and diversity in curriculum content
- Equality and diversity in pupil achievement
- Equality and diversity – behaviour and exclusions
- Participation in all aspects of school life
- Impact assessment

- Stakeholder consultation
- Policy review
- Communication and publishing

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will place the document on our website, we will publish a summary document in our prospectus and give to parents. We will also produce and share with governors an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider Community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties and ensuring the provision of 'returns' to the local authority)
- Be encouraged to attend training to develop personal understanding and expertise
- Ensure that the Equality Statement is part of the induction process for all new governors.

Headteacher and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies

- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Line managers will:

- Respond to consultation requests by creating opportunities for the whole school community to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme.

All staff: teaching and non-teaching will:

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Show respect and fairness to all members of the school community, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that pupil voice is fed back through their line manager and heard appropriately.
- Contribute to the implementation of the school's equality scheme

6: Employment of Staff

The Governing Body of Upham CE (A) Primary School is committed to equality for all in the appointment, development, training and promotion of staff, and in all dealings with pupils and parents of the school. The Governing Body recognise the value of a diverse and inclusive workforce. This policy focuses specifically on the employment of staff in the school. The Governing Body and managers of the school will operate at all times within the requirements of anti-discrimination legislation and will promote equality positively in its staffing decisions. All decisions including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, terms and conditions of employment, dismissal and pay will be based on an objective and fair assessment of need. The only personal characteristics to be taken into account will be those which are necessary for the requirements and proper

performance of the work involved. There will be no generalised concepts or assumptions about the characteristics of particular groups.

All staff will have a right, through the agreed procedures, to challenge any decision or action which they believe to be in breach of these principles. Any member of staff who knowingly contravenes the policy may face disciplinary action.

In order to achieve this, the governing body will ensure that the school adheres to the HCC guidance in the Manual of Personnel Practice, regarding Equality which can be found at: <http://www.hants.gov.uk/education/eps/mopp-vol-1/index.html>

This details procedures to ensure equality in terms of:

- Direct and indirect discrimination
- Victimisation and bullying
- Requirement to be of a particular religion (As a CE school)
- Advertising of Vacancies
- Selection for Appointment or promotion
- Harassment and grievance procedures
- Training
- Positive Action

7: Monitoring and Evaluation

Involving our learners, parents/carers and other stakeholders

Our Race Equality action plan, Disability Equality scheme, Gender Equality scheme and Community Cohesion strategy are combined through this policy as a Single Equalities and Diversity Scheme.

A range of information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation of the action plan.

A report on progress through the Scheme will be made annually to a full Governing Body meeting for evaluation in the Spring Term within the broader equality report.

The school has a procedure in place for recording, reporting and responding to racist incidents. The school also complies with Local Authority procedures so that information can be analysed.

Data used for evaluation will include:

- Data by sex, age, ethnicity and disability on:
 - pupil attainment,
 - access to the curriculum and subject areas
 - exclusions from school
 - rewards and sanctions
 - staff recruitment, retention and career development
 - participation of children in extra-curricular activities and clubs
 - pupil attitude questionnaires/ conferencing
- Analysis of racist incident report forms

- Ofsted reports on the school's educational provision and standards
- Consultation with parents, pupils, Governors and the Local Authority
- Equality impact assessments

Data will be used to inform the next action plan, ensuring that the commitment to equalities and diversity goes from policy to practice.

The school is required to monitor staff by ethnicity, including:

- staff in post
- applicants for employment, training and promotion

The headteacher will take the responsibility for development and accountability for each aim/ issue/ priority of the Scheme, and will report annually to the governing body.

Progress through the Scheme will be monitored by the Headteacher and Governors alongside the School Development Plan. The policy will be reviewed at least every three years. Updating will take account of changes in the law, government policy, Local Authority and school priorities.

8: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies will be equality impact assessed with regard to disability, sex and race at the time of review and issues arising will be carried forward into the single equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our single equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors annually.

9: Action Plan

Our school is committed to developing this single equality scheme. This scheme is a three-year strategy, reviewed and updated if required annually. The following actions have been planned in order to fully implement the scheme and meet our aims:

Action	Characteristic	Resources	Responsibility	Timescale
Screen new policies and existing policies during reviews to ensure they comply with equality legislation and promote the aims of this policy.	All	Policy documents Review schedule	All gobs	Ongoing until next equality policy review
Track pupil achievement data (ie progress and attainment) and participation in the life of the school (eg clubs) and check trends do not emerge. Take steps to address if disparity is identified.	Sex Ethnicity Disability Age (ie autumn/summer birthdays) Belief	Annual equality report to gobs – Jan - Tracking materials Records of participation	DW	Ongoing, Annually review previous academic year
Challenge children's stereotypes whenever they occur and in response to changing world events and discuss the negative effect stereotypes have on people.	Sex, ethnicity, age, disability, socio-economic factors (especially when related to other countries)	Use visitors to help challenge potential stereotypes Displays around school, library materials School trips	All staff	Ongoing
Encourage high aspirations for what children might accomplish and engage with in adult life and work, considering the life decisions they plan for themselves.	Sex, disability, ethnicity and socio-economic	Discussion around choices in PSHE Promotion of roles during collaborative, enterprise work Balance use of visitors as role models	All staff	Ongoing
Ensure parents (guardians, step-parents etc) and extended family, regardless of sex, gender, sexuality, age, disability or circumstances of relationship, are involved in the life of the school and diversity is perceived positively by the children.	Sex, sexuality, age, disability, marital status, pregnancy	Correspondence, event planning, year plan	All staff following HT lead	Ongoing
To ensure positive image of sex, gender, ethnicity, disability and diversity of family life is proactively used in display, teaching and learning and wider publicity.	Sex, ethnicity, disability	Display, publicity/ marketing materials	All staff	Ongoing
Challenge discriminatory language such as homophobia (eg "That's gay"), racial, sex, gender or disability, in an age appropriate manner, whenever it occurs.	Sex, sexuality, ethnicity, gender, disability		All staff	Ongoing

Ensure provision for EAL children uses rich modelling of language and develops complex, varied vocabulary to ensure high achievement	Ethnicity (including first language)	Tracking tools Vocabulary planning English planning	HT lead	Ongoing
Ensure equal opportunity within recruitment processes by following statutory procedures and Local Authority advertising.	All	Hantsweb job pages	HT with SAO	Ongoing
Whenever a PA is used (such as in church), ensure leader has been shown how to use church system and that the use of loop is available and communicated to visitors. Adapt provision in-school as far as reasonably possible to provide for individual.	Disability (hearing)	Church PA, school events	HT	From Sept 2019
Strive to meet the needs of parents and carers by initially asking them about access arrangement requirements. The need to share access requirements will be identified within the home-school agreement and therefore brought to parents attention annually.	Disability	Year R introduction meeting and pack (giving specific examples eg hearing loop, large print), home visits, records, 2019 home-school agreement for new families/ change of partners		From Sept 2019
Promote interfaith dialogue and discussion and excellence in multi-cultural learning, through use of curriculum visits and visitors to develop understanding and acceptance across the school community and wider community. Challenge prejudice and stereotypes of different faiths, cultures and ethnicities wherever they occur across the curriculum.	Faith and ethnicity	RE curriculum, SMSC record and planned events, PSHE teaching	HT and Ts	Ongoing
Strive to ensure that positive relationships are developed with all families regardless of individual diversity, such as how they are made up (eg grandparents in parent role, same-sex parents, one parent deceased etc) and that this is responsive to changing circumstances. Ensure all aspects of school provision are sensitive to this diversity.	All	Communication	HT, staff and govts	Ongoing

Ensure that charitable giving supports organisations which promote similar values to our school values where equality and diversity is valued.	All	Worship planning, events, Curricular links	HT	Ongoing
Review how reward systems are used to enquire how sexes are treated.	Sex	Rewards, Celebration assemblies, public examples eg through newsletter	HT	Ongoing
Analyse data robustly to ensure every individual makes strong progress.	All	Tracking processes, annual equality tracking, vulnerable tracking	HT with teachers	Ongoing

10: Key Objectives Requiring Publication

The planned actions can be summarised and prioritised into three objectives, which will be published as the school's Equality objectives on the school website (upham.hants.sch.uk):

- Develop interfaith dialogue, discussion and understanding through greater use of curriculum visits and visitors.
- Develop children's aspirations for their future work and life through interacting with a diverse range of role models.
- Ensure diverse images of sex, ethnicity, disability and diversity are proactively used in display and teaching throughout the school, overcoming barriers to active participation in lessons and extra-curricular activities by demonstrating that all pupils, families and staff are of equal value and flourish within the schools community.

Appendix 1: Legislative context

1970	Equal Pay Act
1975	Sex Discrimination Act
1976	Race Relations Act
1986	Sex Discrimination (Amendment) Act
1988	Education Reform Act
1989	Children Act
1995	Disability Discrimination Act
1996	Education (Consolidation) Act
1998	The Human Rights Act
1999	Macpherson Report Action Plan
1999	Voluntary Code of Practice to Combat Age Discrimination
1999	Sex Discrimination (Gender Reassignment) Regulations
2000	Race Relations (Amendment) Act
2000	National Curriculum (revised), inclusion statement
2001	Special Educational Needs and Disability Act
2001	Special Needs Code of Practice
2002	Statutory Code of Practice on Duty to Promote Race Equality
2003	Employment Equality (Religion or Belief) Regulations
2003	Employment Equality (Sexual Orientation) Regulations
2004	Children Act: Every Child Matters
2004	Gender Recognition Act
2004	Civil Partnership Act
2005	Disability Discrimination Act
2006	Statutory Code of Practice on the Duty to Promote Disability Equality
2006	Gender Equality Duty Statutory Code of Practice
2006	Education and Inspections Act (Community Cohesion Duty)
2006	Equality Act
2006	Work and Families Act
2006	Employment Equality (Age) Regulations
2007	Gender Equality Duty
2007	The Children's Plan: building brighter futures
2009	<i>Single Equality Act</i>

Appendix 2: Further information

- *Legislation on Equality and Diversity*, DCSF May 2007 (from www.teachernet.gov.uk)
- *Schools' Race Equality Policies, from issues to outcomes* DFES-1124-2004
- *Guidance on the duty to promote community cohesion* P-DCSF-1192-2007
- *The duty to promote race equality, A Guide for Schools* www.cre.gov.uk
- *QCA Respect for all audit tool 2006*, www.qca.org.uk/inclusion/
- *Ofsted Race Equality in Education*, HMI 589 Nov 2005
- *The Gender Equality Duty and Schools* EOC March 2007
- *Northumberland County Council's Equality and Diversity policies*, www.northumberland.gov.uk
- *Equality and Human Rights Commission (EHRC, formerly CRE)* www.equalityhumanrights.com
- *Information about the Disability Equality Duty* from www.dotheduty.org
- *Examples of good practice in schools* from www.standards.dcsf.gov.uk
- *HCC Manual of Personnel Practice Guidance and Model Policy Information* from <http://www.hants.gov.uk/education/eps/mopp-vol-1/equalities/school-policies.html>
- *The Marriage (Same Sex Couples) Act 2013: The Equality and Human Rights Implications for the Provision of School Education* <http://www.equalityhumanrights.com/publication/marriage-same-sex-couples-act-2013-provision-school-education>
- *The Cass Review 'Independent Review of Gender Identity Services for Young People'* April 2024 <https://cass.independent-review.uk/home/publications/final-report/>
- *Non-Statutory Guidance (DfE December 2023) Issued as a draft for consultation, not yet completed* <https://consult.education.gov.uk/equalities-political-impartiality-anti-bullying-team/gender-questioning-children-proposed-guidance/>
- *Flourishing for All: Anti-Bullying Guidance for Church of England Schools (Amended April 2025)* <https://www.churchofengland.org/about/education-and-schools/education-publications/anti-bullying-guidance-church-england-schools>