



William Gilpin Church of England Voluntary Aided Primary School Single Equality Scheme

Introduction

At William Gilpin CE VA Primary School we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. 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 community working together – our learners, staff, governors and parents in particular. Throughout this Scheme, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This **Single Equality Scheme** provides a framework for our school to promote equality, inclusion and good community relations, and to tackle prejudice, discrimination and their causes in a holistic and proactive way.

National and Legal Context for Diversity

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, race, 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

William Gilpin CE VA Primary School is a smaller than average rural school (78 pupils) set in the heart of the New Forest with a mixed intake from owner-occupied, privately rented and LA housing; it is not an area with high levels of deprivation. The school has more boys on roll compared to girls (58%:42%) and some year groups do have significant variations, for example in Y1 where all the pupils are boys. Owing to the location of the school, only approximately 25% of our children live within the catchment area. The remaining 75% come from the surrounding locality. The school often attracts children who have SEND needs and whose parents want a school with a nurturing, family ethos. Currently the percentage of SEN children is 26.9%; the



school has no looked after children but does have two post-looked after children.
Pupil Premium (PP) is received by 12.8% of our children.

Pupil attendance is slightly below the national average at 90.8%. The vast majority of our absences are authorised. An analysis of these figures shows that our absences are predominantly due to illness or reduced hours provision, although some of our families take holidays and short breaks during term time, which adds to the absence rate. The school works very hard to improve attendance.

William Gilpin School works hard to maintain and promote its good reputation. The school prides itself on its very positive relationships with the community and its inclusive approach. This was identified as a strength during the schools SIAMS Church School Inspection in June 2023.

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

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
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- 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 2



- 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 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

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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.

NOTE: The duty is proportionate and depending on the size and resource of the school and therefore what is published for a small primary school will not be the same as for a large secondary school.

Where schools have less than 150 staff, the Governing Body will 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
- 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.

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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: January 2026

Date for policy review: January 2027

Signed:

Chair of Governors

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, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and 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*
- *contact with the local community and disability organisations*

Pupil-related data

End of Key Stage 2 data: 2024/25

Information	Evidence and commentary
Attainment at ARE 2025 all	Pupils achieving ARE or above English Reading: 75% English Writing: 58% Maths: 75% R/W/M: 58%
Attainment at ARE 2025 girls	Pupils achieving ARE or above: 6 children (BME, 16.7%, 16.7% disadvantaged) English Reading: 100% English Writing: 100% Maths: 100% R/W/M: 100%
Attainment at ARE 2025 boys	Pupils achieving ARE or above: 6 children (50% SEN Support, 16.7% disadvantaged) English Reading: 50% English Writing: 16.7% Maths: 50% R/W/M: 16.7%
Attainment at ARE 2025 SEN Support	Pupils achieving ARE or above: 3 children (33% also disadvantaged) English Reading: 0% English Writing: 0% Maths: 0%

	R/W/M:0%
Attainment at ARE 2025 EHCP	Pupils achieving ARE or above: no children English Reading: English Writing: Maths: R/W/M:
Attainment at ARE 2025 PP	Pupils achieving ARE or above: 2 children (1 also SEN Support) English Reading: 50% English Writing: 50% Maths: 50% R/W/M: 50%

Boys underachieve compared to girls and compared to boys nationally.

Other information

Information	Evidence and commentary
Governor representation as at January 2025	36% Male, 64% Female We have a slight imbalance of gender representation in our governing body and ethnic representation is reflective of our community.

Qualitative information

Other information and documentation is available in school which demonstrates the school's commitment to the principles outlined in this policy and the public sector equality duty.

- curriculum planning with information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about assemblies and speakers which deal with relevant equality related issues
- views of the school council
- notes of relevant governor and staff meetings and details of discussions and policy review in respect of equalities."
- school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)

Date of publication of this appendix: January 2025

Date for review and re-publication: January 2026

Equality Objectives Appendix B

We recognise that the Public Sector Equality Duty 2011 has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by 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 reassignment, age, pregnancy and maternity, marital status, sexual orientation and religion and 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 & Governor working party*
- *contact with parents representing pupils with particular protected characteristics*

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

The detail of these objectives should also be read in conjunction with the school's current equality information which has informed the development of the objectives.

Objective 1: To monitor and analyse pupils achievement by race, gender, language and disability and act on any trends or patterns in the data that require additional support for pupils

Objective 2: To review levels and parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement

Date: January 2025

Date for Review and Re-Publication: January 2026

Signed:

Chair of Governors

Objectives Set January 2025

The school will ensure that their equality information is reviewed annually and objective(s) at intervals of no more than four years. We will also review any single equality statement or equality policies at intervals of four years. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

Objective	Protected group that this will most affect / influence	Actions to be undertaken	Lead responsibility	Timescale	Expected outcome
To monitor and analyse pupil achievement by race, gender, language and disability and act on any trends or patterns in the data that require additional support for pupils	Race Gender Disability	Use ARBOR management platform to analyse pupil achievement (report to governors). Identify trends/patterns in data. Put in place additional support through targeted interventions to improve outcomes for particular groups.	Headteacher Class teachers SENCO	January 2025 - January 2026	Groups (e.g. EAL, disabled pupils, ethnic) achieve at least in line with all pupils. Gender gaps are not present in achievement data.
To improve levels of parental and pupil engagement in	Race Disability Socio-economic	Monitoring of engagement with home learning (e.g.	Class teachers SLT	January 2025 - January 2026	Improved engagement in learning and school

learning and school life, across all activities to ensure equity and fairness in access and engagement.	status	<p>via Atom, reading diaries).</p> <p>Monitoring of parental engagement with parents evenings, open classrooms, celebration workshops, etc.</p> <p>Targeted invites for families not attending well.</p>			<p>life by 'hard-to-reach' families.</p> <p>Increased motivation for and attitude to learning from vulnerable pupils.</p>
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Review of objectives: January 2026

Objective 1: To monitor and analyse pupil achievement by race, gender, language and disability and act on any trends or patterns in the data that require additional support for pupils.

This is not easily achieved through ARBOR.

School has invested in Insight.

This is a user-friendly cloud-based system that will more easily track and report on pupil progress.

This will allow for more efficient analysis of pupil achievement by pupil group.

Given the end of Key Stage 2 results for 2024/25, it will be important to track the progress being made by boys.

Objective 2: To improve levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Pupil engagement continues to require strengthening. The upcoming school improvement plan reflects the requirement to launch a programme of personal development and a coherent curriculum that will support this work. Given the end of Key Stage 2 results for 2024/25, it will be important to track boys' engagement with the curriculum.