

Stoke Park Infant School

School Equality Policy 2026-2029



Approved by	FGB
Reviewed date	April 2026
Next review date	Spring 2029
Responsible person	Headteacher
Committee responsible	Hampshire MOPP
Regularity of review	3 Yearly

Review Cycle – 3 yearly with annual review of equality information and re-affirming adoption

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

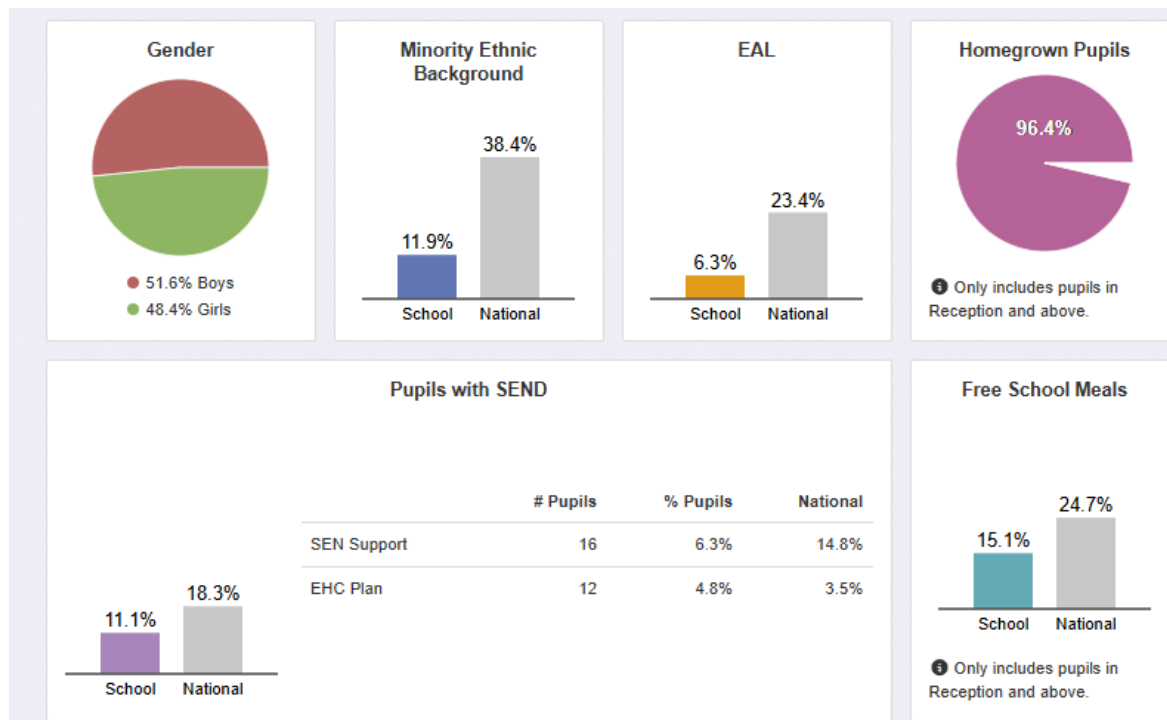
We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity 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

Demographics of Stoke Park Infant School 2025-2026 – 252 Pupils

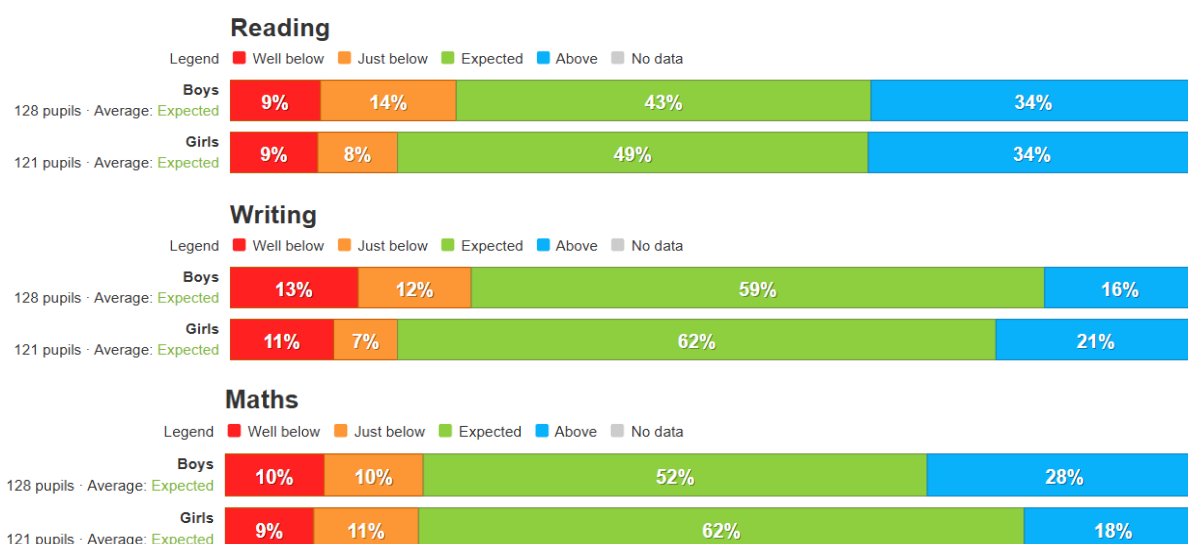


School local area (MSOA) = Eastleigh

	2023	2024	2025
School number on roll	Close to average 247	Close to average 247	Close to average 242
School % FSM6	Below average 17.81	Below average 13.77	Below average 16.53
Local area % FSM6	Below average 18.23	Below average 17.66	Below average 17.47
School % SEN support	Close to average 15.79	Close to average 13.77	Close to average 14.46
Local area % SEN support	Close to average 13.04	Close to average 12.85	Close to average 13.36
School % EHC plan	Well above average 6.88	Well above average 5.67	Close to average 3.72
Local area % EHC plan	Above average 4.07	Above average 5.11	Well above average 5.73
School % EAL	Below average 4.90	Below average 7.30	Below average 6.20
Local area % EAL	Below average 3.20	Below average 4.10	Below average 5.00
School % CIN	Well above average 10.93	Below average 0.81	Well below average 0.00
Local area % CIN	Well above average 9.12	Well below average 0.29	Below average 0.59
School % stability	Well above average 90.70	Above average 89.87	Well above average 96.88
School pupil base deprivation	Below average	Below average	Below average
Local area pupil base deprivation	Below average	Below average	Below average
School location deprivation	Well below average	Well below average	Well below average

- Stoke Park is a three form entry infant school.
- Current number on role is 252 (April 2026)
- Caters for years R, 1 and 2 (no nursery provision)
- We have a Resourced Provision for children with Speech, Language and Communication Needs
- The school is located between Eastleigh and Fair Oak and serves a mixed population
- Currently 19% of our children are entitled to Pupil Premium funding
- 7% of our children are from an ethnic background
- The school has high levels of stability 96.8% (2025) (IDSR)
- We currently have 13 children with an EHCP
- Children identified with SEND stands at 6%
- We have earned different awards over the years including; Trailblazers, P4C Bronze award, Attachment and Trauma Informed School Bronze Award, working towards OPAL award
- Upon entry YR our children enter broadly in line with the national average

Data



There is no significant difference between the outcomes for boys and girls.

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, non-binary, gender neutral) – we recognise that girls and boys, men and women have different needs, that some will not relate to a gender
- 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
- 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

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

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, 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 Pupil Voice - questionnaires
- staff survey

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

Objective 1: To ensure all groups of children, with a focus on disadvantaged, SENd and ethnic groups, make at least expected progress from their own starting points in order to work towards attaining the expected standard, at the end of the academic year.

Rationale: To close the gap between these identified groups of children and their peers

- Continue to closely track these groups of vulnerable children through Pupil Progress Meetings and subsequent cohort action plan
- To continue to monitor the attendance of these groups so that their attendance is above national data and where possible to ensure attendance of 95%+
- To ensure that they continue to be offered wider curriculum experiences
- To continue to monitor the impact of the PP strategy in supporting disadvantaged children

Objective 2: Review and revise the current RSE scheme to ensure that equality issues are appropriately taught in accordance with requirements of current legislation.

Rationale – There are statutory changes to RSE from September 2026 that means that our policy and curriculum will need to be updated in the light of these changes

- Review the school's policy and ensure that this is updated to reflect the statutory expectations from DfE in September 2026
- Review and update the current RSE/PHSE curriculum to ensure that this reflects all the changes
- Monitor the curriculum to ensure that this reflects policy into practice

- Communicate expectations clearly with parents so that each year group is aware of the curriculum expectations
- Pupil voice to monitor progress and understanding of RSE

Objective 3: To improve provision and showcasing of British Values throughout our curriculum

Democracy	Respect for democracy and support for participation in the democratic process
The rule of law	Respect for the basis on which the law is made and applies in England. Support for the equality of opportunity for all
Individual liberty	Support and respect the liberties of all within the law
Mutual respect and tolerance for those with different faiths and beliefs	Respect for and tolerance of different faiths and religious or other beliefs

Rationale: To review our British Values expectations and offer and ensure that this is updated to reflect; current demographics, culture both locally and nationally, curriculum opportunities and capture these

- Review British Values and ensure whole staff understanding of what these are and how they are reflected in the school
- Review opportunities for teaching of British Values in the curriculum
- Capture British Values and share
- Pupil Voice to share understanding (age appropriate)

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