

Cherrywood Community Primary School Hampshire



Equalities Policy

Adopted on:	July 2025
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	July 2029

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 and our specific Equality Objectives for the next 4 years.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

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1. Policy Statement

In line with our public-sector equalities' duty the school must publish, every four years, its formal objectives for eliminating discrimination, providing equal opportunity for all within the school community, and fostering good relationships.

2. Equalities Objectives 2025 -2029

In formulating the equality objectives for 2025-2029 the school, working with governors and other stakeholders, has taken into account national and local priorities, as well as school level priorities, specifically the school's Vision and values, the school context, evaluation of school data, including data on outcomes for pupils, suspensions and exclusions, and behaviour, teacher feedback, the impact of school policies and practices, the school's Pupil Premium Strategy, the school's Equalities and Diversity review and plan, and the school's Strategic Improvement Plan.

Objective 1

That the attainment of disadvantaged (including vulnerable) pupils and those with SEND is raised to be in line with their peers nationally so that they can better access the secondary school curriculum and can better manage the expectations of secondary education.

Aim

The aim of this objective is to reduce the barriers to learning so that pupils can engage fully with the curriculum and build sequentially, incrementally and securely on their learning from year to year meaning that they are able to more effectively achieve and exceed the expected levels of attainment.

Specific Actions:

1. Barriers to learning will be identified by using the information and data which the school holds in relation to pupils, the feedback from teachers and others who work with the pupils (including external agencies), and through dialogue with the pupils themselves.
2. The school's 3-year Pupil Premium strategy plan (due to be revised in by December 2025) will be closely linked to the School Improvement Plan 2025-26 and will make all staff accountable for their part in the delivery of objectives around inclusion and disadvantaged and SEND pupils.
3. The school will work with the Project for Inclusion of Neurodiversity in Schools (PINS) to improve staff knowledge around neurodiversity and support effective and inclusive provision for pupils with neurodiversity.
4. The school will utilise support from the local education authority to provide training for staff.
5. The school and governors will engage with pupils, through conferencing of both individual pupils or groups of pupils, the School Council, and/or through

questionnaires/surveys to understand pupils' needs and the impact of the actions to support these pupils and breakdown barriers.

6. The school, together with other agencies, will engage with and work with parents and carers to support them in identifying, developing, and enhancing skills to enable them to support their children's education and development.

7. Governors will engage with parents and carers to understand the impact of this support.

Objective 2

To nurture an environment where all pupils feel included, valued and accepted for who they are.

Ofsted in their report dated 14th May 2025 judged the school Good in all categories including in relation to Behaviour and attitudes stating *"Staff have high expectations for pupils' behaviour. As a result, the vast majority of pupils show high levels of respect and behave well. They build positive relations with one another. Most pupils model the school values well and recognise the importance of equality. They are proud to be part of a diverse community and are keen to learn about other cultures"* but noted that despite the school being swift to address discriminatory behaviour *"a very small number of pupils do not respond as effectively to this support and persist in using discriminatory language"*. Redoubling the school's efforts to ensure discriminatory behaviours are successfully challenged and not enabled to spread" was identified as an area for development.

Aim

The aim is to further develop and embed the inclusive ethos of the school and build on our values so that we are a school where everyone (pupils, staff, governors, parents, carers and visitors) feel they "belong" and all pupils and staff feel they have a valuable contribution to make and are confident in challenging discriminatory behaviour or attitudes wherever they find them and whoever displays them.

Specific Actions

To support us in these aims:

1. We completed the Hampshire Self-Evaluation for Equality and Diversity in June 2025 which enables schools to assess how effectively they are meeting their statutory duties under the Equality Act 2010, identify areas of good practice relating to diversity and inclusion and to identify possible areas for more development and identify where aspects of the school's provision may not be adequately meeting the needs of individuals.

This review highlighted as strengths:

- Whole school inclusive ethos
- Relationships with families
- Environment (diversity and inclusion clear in the school environment).

As barriers:

- Entrenched community issues
- Impact of trauma – children and adults, and

As areas for development:

- All staff member awareness consistent – context, subject knowledge, managing concerns.
- Increased focus on 'belonging'.

Our key areas of focus will be:

1. *Managing incidents of prejudicial language and behaviour (particularly for repeat offenders) to ensure that staff, pupils and families feel that these concerns are taken seriously and response to these incidents is timely and effective.*
2. *All staff to have the knowledge and skills to explicitly deliver and promote the expectations of Inclusion and Diversity across the curriculum.*
2. We will continue to ensure that our policies and practices and guidance including our SEND, Behaviour, Anti-bullying, and Equalities policies, safeguarding policies, the Codes of Conduct and the Home School agreement set out the expectations of behaviour and attitudes that as a school we promote and expect from all stakeholders in the school including pupils, staff, parents and Governors. Our expectations are and will continue to be reinforced through positive modelling by staff, the use and celebration of our Values, the curriculum (including the RHSE and SCMS curricula), and the many assemblies and events in school that allow us to explore and understand the diversity both of the many cultures, religions and ethical belief systems, and familial units in the school, the local community and in modern Britain more widely.
3. We are revising our British Values statement and how we communicate the steps we take to teach British Values so that both pupils and families are clear what we teach, why it is important and their role to play in ensuring that our expectations are met.
4. We will review our Vision statement to ensure that it clearly communicates the importance of diversity, inclusion and sense of belonging which is core to the ethos of the school.

The school and governors will engage with pupils, through conferencing of both individual pupils or groups of pupils, the School Council, and/or through questionnaires/surveys to understand pupils' needs and the impact of the actions in supporting pupils to feel they belong.

The school and Governors will engage with staff and parents/carers via questionnaires/surveys, and/or through conferencing of individuals and/or groups (e.g. at parents' evenings) to understand the impact of these actions on these groups.

The school and governors will review and make use of data including information on behaviour, bullying and prejudicial behaviour, attendance, suspension and exclusions, and formal complaints to understand the impact of these actions, and where necessary, modify the approach.

Objectives 1 and 2 will be reviewed annually by the Governing Body

3. 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, 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 and 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.

4. School Context

Hampshire is a large and diverse county with over 1.43 million residents (based on 2020 census). There is a mix of urban and rural areas, but the majority live in urban areas. Rushmoor district is in the north-east corner of Hampshire on the borders of Surrey. The 2020 census results indicate that 23% (up from 19.5% in 2011) of Rushmoor's population was from a non-British White ethnic group, compared with 7.4% ((down from 11%) in Hampshire as a whole. A higher proportion of the older population identify as White British.

Cherrywood Community Primary School is an ethnically diverse school with 58% of its pupils from non- white British ethnic groups (compared to 28.6%% in schools nationally).

Nationally, 22.2% of pupils had English as an additional language in 2023/4, a largely unchanged figure in the last 3 years, whereas the school had 47% of EAL pupils.

In 2024/5, 38% of children were entitled to Free School Meals (Ever 6) compared with 29.2% of pupils nationally.

23% of pupils were on SEN support in 2024/25 (well above national average) and 4.5% were on Education Health Care plans. The school's internal data demonstrates that these figures have increased, with a growing number of pupils being in receipt of EHCPs. The need for SEN support and/or EHCP is rising and numbers in place are impacted by speed of response from and resources of the local authority.

The families of 15 children were receiving support from Children's Services as of May 2025.

School workforce information (drawn from DfE statistics and 2021 census data), shows that:

85.1% of teachers in the state-maintained sector are White British (against a working age population of 70.8%) with the majority of other ethnic groups being under-represented (breaking down to 85.2% of male and 85.1% of female teachers identifying as White British).

75.7% of teachers are female (in all ethnic groups female teachers out-numbered male). In the primary sector 88.4% of teachers are female and identify as White British.

Two-thirds of headteachers are female, and 95.7% are White British.

2023 statistics show that:

the number of full-time equivalent teaching/learning assistants has increased. Fewer than 20% of LSA are aged under 30 (those over 40 make up 65.4% of this group, with the 50-59 age group being the largest at 28.6%).

83% identified as White British, although growth has occurred in the Asian/Asian British and Black/Black British ethnic groups since 2011 (from 4.7% to 6.8% and 2.7% to 4.4% respectively), and

90% of LSAs are female (higher ratio than teachers).

An analysis of staff in 2025 shows that:

- 90% of teachers were female.
- 100% of LSA and other support staff were female
- 60% of teachers were identified as White British with 10% identifying as Any Other Asian 10% as Indian, 10% as Any Other, and 10% as Any Other Mixed
- 63% of LSA/support staff identified as White British, with 5% identifying as Chinese, 5% as Any Other Asian, 5% as Any Other Mixed, 16% Any Other White and 5% as Arab.

3% of staff identified as having a disability, against 14.3% of the population of Rushmoor reporting having a disability for the purposes of the equality act in 2021.

5. 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 note that reasonable adjustments may need to be made.
- Gender (including transgender) – we recognise that people of different genders, including transgender, have different needs.
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note 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 ensuring 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 and through pupil conferencing/questionnaires. 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 information to show our compliance with the public- sector equality duty, set out under section 149 of the Equality Act 2010 (and publish in accordance with the current legal requirements). Our latest available 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).

6. Application of the principles within this policy statement:

The principles outlined in this 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

7. 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.

8. 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.

Appendix A – Equalities Information

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).

Pupil Related Data 2024-2025

KS2 SATS OUTCOMES

Cohort Data Working at the Expected Standard

	Reading	Writing	GPS	Maths	Science	RWM
National*	75%	72%	73%	74%	82%	62%
Cohort	57%	57%	57%	50%	75%	39%
Dis	57%	50%	57%	43%	71%	29%
Non-dis	57%	64%	57%	57%	79%	50%
Girls	67%	60%	67%	53%	87%	40%
Boys	46%	54%	46%	46%	62%	38%
EAL	53%	60%	53%	47%	67%	40%
SEND	50%	30%	40%	20%	62%	20%

**Initial national data taken from Perspective Lite – this document will be updated once further data is available*

Cohort Data Working at a Greater Depth Standard

	Reading	Writing	GPS	Maths	RWM
National*					
Cohort	18%	7%	11%	4%	0%
Dis	14%	14%	14%	0%	0%
Non-dis	21%	0%	7%	7%	0%
Girls	20%	13%	13%	0%	0%
Boys	23%	0%	8%	8%	0%
EAL	20%	7%	13%	7%	0%
SEND	20%	10%	10%	0%	0%

Cohort Data Average Scaled Scores

	Cohort Profile		Reading	GPS	Maths
	Number	Percentage	Av sc score	Av sc score	Av sc score
National					

Cohort	28	100%	94.5	95.5	96.6
Dis	14	50%	87.4	92.9	91.8
Non-dis	14	50%	101.6	100.3	99.3
Girls	15	54%	101.2	101	98
Boys	13	46%	86.7	91.5	100.4
EAL	15	54%	94.8	99.2	98.9
SEND	10	36%	80.8	88.7	84.4

Year 4 Multiplication Check

National score 21-25				Average score
Cohort score 21-25				Average score
	Score of 25	Score of 24+	Score of 23+	Average Score
	Percentage	Percentage	Percentage	
Cohort	26%	33%	48%	18
Disadvantaged	0%	0%	17%	11.8
Non-disadvantaged	33%	43%	57%	19.8
Girls	31%	38%	46%	18.6
Boys	21%	29%	50%	17.5
EAL	36%	50%	64%	20.5
SEND	13%	13%	13%	10.4

Phonics Screening – Year 1

	Achieved the Expected Standard	Average Score
National*		
Cohort	80%	32.6
Disadvantaged	60%	22.4
Non-disadvantaged	85%	35.2
Girls	90%	36.1
Boys	73%	30.3
EAL	92%	35.9

SEND	50%	22.7
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National Data taken from Perspective Lite

Year 2 Phonics Screening Check

This check is completed by those pupils who did not reach the expected standard in Year 1 or who were not in the country at this time. For 2025 there were 4 children who completed this check.

	Pupils who achieved the expected level	Average score
National*		
cohort	50%	28
disadvantaged	0%	0
non-dis	50%	28
girls	100%	36
boys	33%	25.3
EAL	50%	28
SEND	50%	26.5

EYFS

	Word Reading	Writing	Number	Achieved GLD	Average Score
National*					
Cohort	79%	75%	86%	75%	32
Disadvantaged	80%	70%	100%	70%	32.6
Non-disadvantaged	78%	78%	78%	78%	31.7
Girls	83%	75%	92%	75%	33.2
Boys	75%	75%	81%	75%	31.1
EAL	86%	86%	86%	86%	33.2
SEND	20%	20%	20%	20%	24.2

Qualitative information

- The school analyses attainment and progress of groups of pupils by a variety of characteristics including gender, higher/potential higher attainers, pupils entitled to free school meals, children with English as an additional language, pupils with special educational needs, and vulnerable pupils (e.g., children who are known to/have support from Children's Services).
- The school promotes an ethos of respect and inclusion, which is commented upon by visitors.
- The school has many links with other schools and is part of a local cluster who work together on activities such as moderating teacher assessment judgements and sharing curriculum expectations.
- Our DSLs are part of the local DSL cluster which provides an important opportunity for sharing of knowledge and experience in managing safeguarding issues and in supporting vulnerable pupils and families.
- The school participates in projects and training opportunities which support staff and leaders' development and are relevant to the school's priorities/needs, including the Small Schools Project and the Suspension and Exclusion Project.
- It works with external agencies to support and develop its provision for all pupils including those who are vulnerable, have behavioural, social and emotional needs and/or SEND.
- The school has joined the PINS project which will increase staff knowledge of neurodiversity and support further improvement of provision.
- The school 's curriculum is designed to engage all groups equally and is adjusted to facilitate access by and support children with additional needs, and its impact is regularly reviewed.
- The school provides opportunities for all pupils to engage in a range of social, sporting, and cultural experiences including bringing in a range of speakers, organising a range of educational trips, and team building experiences, aimed at developing pupil skills, knowledge and raising expectations/aspirations.
- Pupils engage in whole school and community issues through a wide range of activities including School Council meetings discussing issues such as sustainability the Question of the Week which allow pupils to engage with parents/carers and explore issues which are relevant to their learning and the school. Assemblies and RHSE lessons allow pupils to explore difficult social, cultural and moral issues in a safe and supportive environment.
- Pupils also contribute to the school and their peers' experiences as Reading Champions, being New Arrivals Ambassadors and Young Interpreters.
- The school promotes British Values through special events and assemblies, as well as through the curriculum. Expanding knowledge, understanding of and celebrating other cultures for example, through Cultural Weeks.
- The school is focussed on expanding pupils' experiences, knowledge and raising their aspirations, with a dedicated member of staff leading on this priority. The school holds a Raising Aspirations Day annually which allows pupils to meet adults working in a wide variety of fields and make links between their learning and possible future careers. And

pupils participate successfully in the Lions ROAR project building skills in teamwork, public speaking, creative thinking and entrepreneurship.

The school has published various policies on the school's website www.cherrywood.hants.sch.uk, which evidence the school's commitment to the principles outlined in this policy and the public-sector equality duty.