



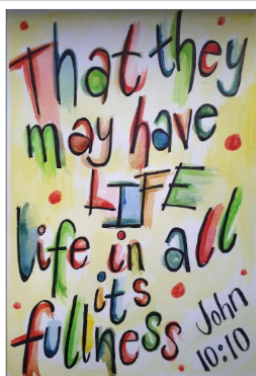
That they may have life; life in all its fullness - John 10:10

Hordle CE (VA) Primary School and Nursery

Single Equality Statement 2025/26

Any reference to 'the school' throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.

Through an education rooted in God's love and grounded in our community through teamship, our children will shape their identity to become aspirational learners, with enquiring minds and deeply held personal values ready to take on their responsibilities; living life in all its fullness as Global Citizens of the future



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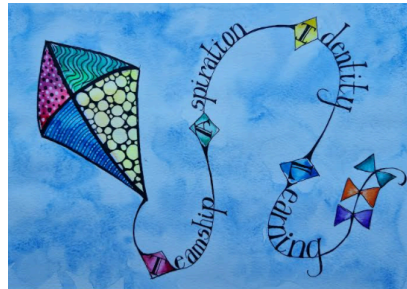


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1. Introduction

This policy is set within the context of our core Christian Values:

- **Teamship** – showing love and respect for all
- **Aspiration** – believing that all can and should achieve, and removing barriers wherever possible
- **Identity** – respecting the unique identity of each individual
- **Learning** – that through learning we can understand each other better



It is also rooted in our commitment to **Fundamental British Values**:

- **Democracy** – everyone can have their say and make their voices heard
- **The rule of law** – there are laws to protect us and to ensure we are all treated equally
- **Individual liberty** – in the UK we are free but we also have responsibilities to ourselves and others
- **Mutual respect and Tolerance** – we welcome, respect and commit to learning more about those with whom we share our country

We welcome the equality duties on schools. 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 in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. Throughout this Statement, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

Our school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the curriculum, extra-curricular activities, resources, staff vacancies and training opportunities
- recognising the value of a diverse and inclusive school community
- ensuring all staff and pupils operate within equality legislation, with breaches addressed firmly through pupil and staff discipline procedures
- providing support to pupils and staff where a formal complaint or grievance is submitted

This Single Equality Statement sets out how our school intends to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We approach each of these intentions in a holistic and proactive way and in line with our duties under the Equality Act 2010. It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

The Single Equalities Statement and its effectiveness will be determined by:

- active involvement with key stakeholders in both development and review



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- proactive leadership
- prioritising activities that produce tangible improvements
- removing attitudinal and cultural barriers

2. Information Gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information. *Some comparator detail is available from:*

- *the Hampshire Local information and statistics website*
<https://www.hants.gov.uk/aboutthecouncil/informationandstats>
- *ISDR – provides an opportunity to compare against national data*
- *Department for Education – national School Workforce Census [data](#):*

Quantitative information may include:

- Admissions
- Attendance (by group, including SEND, Pupil Premium, gender, ethnicity, EAL)
- Attainment, achievement and progression
- Rewards and sanctions
- Participation in the School Council and pupil voice activities
- Take-up of extra-curricular activities
- Complaints, incidents of discrimination or bullying
- Staff data (where appropriate): recruitment, retention, CPD, promotions, disciplinary/grievance, gender pay gap, leavers, representation of staff by protected characteristic

Qualitative information may include:

- Equality-related school policies
- Minutes of governing body meetings (where equality is discussed)
- Pupil voice (e.g. School Council, surveys) in respect of issues relating to equality
- Staff meetings or staff presentations where equality is discussed
- The outcomes of questionnaires to parents / pupils relating to areas of equality
- Evidence of curriculum provision promoting tolerance, friendship and understanding
- Details about Collective Worship which deal with relevant equality related issues
- Reviewing how the school monitors equality issues in in everyday school life
- Records of initiatives to address gaps (e.g. supporting girls in maths, raising boys' writing standards, tackling racist bullying)

The most recent information collected by the school will be available on the school website from and updated annually thereafter. The school will do its best to respond positively to requests for copies in paper form or alternative formats.

3. Using Equality Information

We use the information we gather to:

- evaluate compliance with the Equality Act
- assess the potential and actual impact of policies and procedures
- identify priorities and set equality objectives (linked to the Accessibility Plan)
- monitor progress towards objectives and implement the accessibility plan
- inform future actions

Current evaluation priorities (AY24/25):

- Addressing the gender gap in GDS maths (girls) and GDS writing (boys)
- Closing attendance and achievement gaps for Pupil Premium pupils
- Increasing representation of different cultures and family types in curriculum texts
- Better understanding the needs of families and staff with disabilities
- Ensuring equal access to enrichment opportunities for SEND pupils



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These are reflected in our **2022–2026 Action Plan** (see Section 6).

4. Information About Our School 2024 - 2025

SOCIO ECONOMIC INFORMATION	
SCHOOL TYPE	RURAL COASTAL
LOCAL DEPRIVATION INDICATOR	Q2 (LOW)
SCHOOL STANDARDS EXTERNALLY VALIDATED	
MOST RECENT OFSTED INSPECTION OUTCOME	OUTSTANDING (2022)
MOST RECENT SIAMS INSPECTION OUTCOME	EXCELLENT (2023)
MOST RECENT RISK ASSESSMENT BY HANTS LA	LOW RISK (2021)
WHOLE SCHOOL INFORMATION 25/26	
NUMBER OF PUPILS ON ROLL	327
BOYS	169
GIRLS	158
ETHNIC MINORITY	17
ENGLISH AS AN ADDITIONAL LANGUAGE	11
STAFF INFORMATION 25/26	
TOTAL NUMBER OF STAFF	55
%AGE OF FEMALE STAFF	94%
%AGE OF MALE STAFF	6%
%AGE OF ETHNIC MINORITY STAFF	0%
%AGE OF DISABLED STAFF	0%
%AGE OF EAL STAFF	0%
GOVERNOR INFORMATION 25/26	
TOTAL NUMBER OF GOVERNORS	14 appointed out of a possible 16
%AGE OF PARENT GOVERNORS	29%
%AGE OF FOUNDATION GOVERNORS	50%
%AGE OF OTHER GOVERNORS (Staff/LA/Co-opted)	21%
%AGE OF FEMALE GOVERNORS	86%
%AGE OF MALE GOVERNORS	14%
%AGE OF ETHNIC MINORITY GOVERNORS	0%



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%AGE OF DISABLED GOVERNORS	0%
%AGE OF EAL GOVERNORS	7%
WHOLE SCHOOL INFORMATION RELATING TO FAITH 25/26	
CHRISTIAN	153
NO FAITH	172
OTHER FAITH	5
SUCCESSFUL APPLICANTS ADMISSIONS MAIN ADMISSIONS ROUND 2025	
CHILDREN LOOKED AFTER APPLICATIONS	0
MEDICAL NEED APPLICATIONS	0
IN CATCHMENT APPLICATIONS	25
SIBLING APPLICATIONS	18
FAITH APPLICATIONS	1
OUT OF CATCHMENT APPLICATIONS	19
STAFF APPLICATIONS	0
DEFERRED APPLICATIONS	0
INFORMATION ABOUT PUPILS WITH SPECIAL EDUCATIONAL NEEDS 25/26	
%AGE OF SCHOOL POPULATION ON THE SEND REGISTER	22.9%
%AGE OF SEND REGISTER - MALE	61.8%
%AGE OF SEND REGISTER - FEMALE	38.2%
%AGE OF SEND REGISTER - PUPIL PREMIUM	14.5%
%AGE OF SEND REGISTER - EAL	0
%AGE OF SEND REGISTER - ETHNIC MINORITY	2.6%
SEND INFORMATION BY NEED TYPE 2025/26	
COGNITION AND LEARNING (INCLUDING DYSLEXIA)	45.3%
COMMUNICATION AND INTERACTION (INCLUDING ASD)	34.7%
EMOTIONAL, SOCIAL AND MENTAL HEALTH	14.7%
PHYSICAL	5.3%
PUPIL WITH AN EHCP	6.1%
NUMBER OF HOURS ALLOCATED TO EHCP PROVISION	n/a



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SEND INFORMATION BY PHASE AY25/26	
FOUNDATION STAGE	2.7%
KEY STAGE 1	26.6%
LOWER JUNIORS	37.4%
UPPER JUNIORS	33.3%
INCLUSION INFORMATION AY24/25	
PUPILS INCLUDED IN SCHOOL TRIPS	100%
PUPILS INCLUDED IN SPORT COMPETITION / FESTIVAL	100%
ATTENDANCE AY24/25	
OVERALL ATTENDANCE	95.51%
AUTHORISED ABSENCE	3.46%
PERCENTAGE ABSENCE CAUSED BY HOLIDAY	0.83%
PERCENTAGE OF SCHOOL POPULATION TAKING TERM TIME HOLIDAY	45.03%
BOYS	95.07%
GIRLS	95.65%
PUPIL PREMIUM	91.08%
ETHNIC MINORITY	96.55%
SEND	94.38%
EAL	97.89%
PERSISTENT ABSENTEES	9.1%
TURBULENCE DATA AY24/25	
IN YEAR JOINERS	8
IN YEAR LEAVERS	10
SCHOOL COUNCIL REPRESENTATION AY24/25	
MALE	11
FEMALE	15
PUPIL PREMIUM	2
EAL	1
SEND	9



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ETHNIC MINORITY	0
DESTINATION OF SCHOOL LEAVERS (Y6) 24/25	
ARNEWOOD SCHOOL	13
HIGHCLIFFE SCHOOL	18
PRIESTLANDS	9
OTHER	2

5. Information About Our School Performance 2024 - 2025

NB The data for 2024 is the latest published data available for the school and is available [HERE](#)

6. Equality Action Plan

ACTION PLANS - 2022 - 2026				
PRIORITY	ACTIONS	WHO	TIMESCALE	OUTCOME
GENERAL				
That policies should reflect the needs of all protected groups	Governors to devise and carry out an equality scrutiny process which will be used each time a policy is reviewed.	Eq Gov	Ongoing	That all policies will reflect the needs of all protected groups
To ensure that behaviour in the school is tolerant and respectful of all protected groups.	Governors to receive data about behaviour disaggregated to reflect discriminatory behaviours. Governors to challenge staff and school leaders where evidence of trends emerge.	HT Behaviour Team Gobs	Ongoing	That governors can confidently report about discriminatory behaviours against protected groups.
Ensure that the recruitment process at the school is fair and equal for all protected groups.	Governors to monitor each round of recruitment in relation to equality screening.	CofG	Ongoing	That Governors receive regular data on the recruitment activities of the school and ensure that they are fair and equal and challenge SLT regarding the profile of this.
RACE				
To ensure that staff recruitment processes make due regard to diversity following EPS	Governors to monitor staff applications for diversity.	P&P Cttee	As rec	To ensure that all applications are treated both fairly and equally.



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guidance.				
To ensure that pupils encounter a range of positive racial role models throughout their school experience.	Governors to conduct a diversity screening across each phase and consider how pupils encounter cultural diversity through: audit of text drivers in the curriculum and a general audit with phase leaders and the librarian. Consider how pupils encounter role models both in person and through online resources. To screen Class Charities for evidence of courageous advocacy for citizens of other cultures	Govs	During the school year 2025 - 2026 and then every four years.	Governors will be confident of the range of diversity represented through the audit and will delegate actions to the headteacher and staff.
To better understand the needs of families from minority racial groups	To survey families seeking views about how we may better meet their needs.	HT	Annual	That governors and staff will have a better understanding of the needs of families from minority groups and will make adjustments and enhancements as required.
To ensure that text drivers in English reflect different cultures.	To review the curriculum to ensure that both texts and authors reflect different cultures.	English Leaders	Annual	That children will be exposed to a range of characters and texts either set in different cultures or written by authors from different cultures.
DISABILITY				
To better understand the needs of pupils with disabilities	To survey families seeking views about how we may better meet their needs.	HT	Annual	That governors and staff will have a better understanding of the needs disabled pupils will make adjustments and enhancements as required.
To better understand the needs of parents/ carers with disabilities	To survey families seeking views about how we may better meet their needs.	HT	Annual	That governors and staff will have a better understanding of the needs of parents/carers and will make adjustments and enhancements as required. e.g. alternative format texts.



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To better understand the needs of staff with disabilities	To survey staff seeking views about how we may better meet their needs.	HT	Annual	That governors and staff will have a better understanding of the needs of disabled staff and will make adjustments and enhancements as required.
To ensure that we meet the needs of all disabled pupils with expertise, compassion and dignity.	To ensure the involvement of specialist advisors to support the school in making adjustments and enhancements to the environment. liaise with appropriate outside agencies delivering appropriate therapies as recommended by specialist services	SENCO	Ongoing	That the school will meet the needs of all disabled pupils with expertise, compassion and dignity
That the children will encounter positive role models of people with disabilities throughout the curriculum.	To continue to deliver disability workshops reflecting the needs of our community e.g. autism, CP, CF, Tourettes, dyslexia, diabetes, hearing loss) Governors to carry out a disability screening across each phase and consider how pupils encounter disability through: audit of text drivers in the curriculum general audit with phase leaders and the librarian how pupils encounter role models both in person and through online resources. To screen Class Charities for evidence of courageous advocacy for disabled citizens.	Teachers	Ongoing	Across workshops and lessons, children learn about people with disabilities.
To ensure that we understand the needs of disabled users of our site in an emergency	To work with families to ensure that PEEPs and evaluation plans are up to date and families are fully consulted on the content and staff are fully aware of their responsibilities.	H&S team / SENCO	Ongoing	That disabled users of our site are safe and well cared for in the event of an emergency.



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GENDER				
To ensure that staff and governors understand the performance of both girls and boys.	Governors to collect and analyse gender disaggregated data on a range of school performance measures and challenge school leaders where discrepancies arise.	Govs	Ongoing	That staff and governors understand the performance of both girls and boys.
To raise the percentage of girls achieving the GDS standard in Mathematics	See SEP	All Staff	Ongoing	That the gap between boys and girls achieving the GDS Standard for maths will close.
To continue to monitor and target boys for greater depth writing	See SEP	All staff	Ongoing	That the gap between the boys and girls achieving the GDS standards in writing will close.
RELIGION				
Continue to provide a curriculum which promotes respect for diverse religions	Governors to scrutinise the RE curriculum and outcomes in books to ensure diversity and positive attitudes.	RE Govs	1 x 4 years	That governors and staff are able to explain how the curriculum promotes tolerance and respect of other religious beliefs.
SOCIO-ECONOMIC				
To break the link between socio-economic needs and poor attendance	Governors to scrutinise attendance data disaggregated to show the performance of Pupil Premium pupils and challenge leaders as and when discrepancies emerge.	staff Gov PP Ch	Ongoing	That the gap between attendance of Pupil Premium pupils and non-Pupil Premium pupils will close over time.
To close the achievement gap between pupil premium and non-pupil premium pupils	Governors to scrutinise performance data disaggregated to show the performance of Pupil Premium pupils and challenge leaders as and when discrepancies emerge.	HT all staff PP ch Govs	Ongoing	The achievement gap between pupil premium and non-pupil premium pupils will close over time
To ensure that pupil premium pupils should not be disadvantaged because of their socio-economic background.	Governors to ensure that the school continues to provide: John 10:10 fund Free invitational clubs (as appropriate) School Uniform Sport Kit	PP ch Govs	Ongoing	That pupil premium pupils will not be disadvantaged because of their socio-economic background.



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These objectives are published on the school's website and will be updated at least every four years. We will try to respond positively to any request made for a copy in another format.

7. Involvement of Staff, Pupils and Parents

7.1 Developing our Statement & Action Plan

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Statement. We have strived to involve the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues for us to address.

In developing our statement and action plan, we have involved staff, pupils, parents and others in the following ways:

- focus groups
- questionnaires
- staff surveys
- contact with parents



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7.2 Ongoing Involvement

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so eg. reasonable adjustments such as auxiliary aids, and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

8. Monitoring and Evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objective(s), using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body

We will formally review, evaluate and revise this Single Equality Statement and our objective(s) annually. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

8. Key Relevant School Policies and Procedures

School policies where consideration of equality issues is likely to be particularly relevant are:

- Accessibility Plan
- Admissions Policy
- Admissions Policy (Hen)
- Anti-Bullying Policy
- Anti-Radicalisation Policy
- Attendance Policy - Arnewood Pyramid Joint Policy
- Behaviour (incl. Exclusion)
- Charging Policy
- Child Protection Policy
- Collective Worship Policy
- Complaints Procedure
- Data Protection - GDPR Policy
- E-Safety Policy
- Early Years Policy
- Education of Children with Health Needs Who Cannot Attend School Policy
- Education of LAC and PLAC
- Educational Visits Policy
- Equal Opportunities for Employment Policy
- Intimate Care Policy
- Mental Health Policy
- Newly Qualified Teachers Policy
- Pay Policy
- Performance Management and Capability Policy
- Prevent Strategy
- Privacy Notice - Pupils
- Privacy Notice - Workforce
- Privacy Notice - Governors
- Privacy Notice - LAC Pupils
- Relationships and Sex Education Policy
- Religious Education Policy
- School Exclusion Policy



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- SEND Policy
- Spiritual, Moral, Social and Cultural Policy
- Staff Attendance
- Staff Development Policy
- Staff Discipline
- Staff Code of Conduct
- Staff Capability Policy
- Staff Grievance Policy
- Health & Safety Policy

9. Roles and Responsibilities

9.1 Governors

The governing body will:

- monitor the implementation of the Statement and the Action Plan to check progress and assess impact on staff, learners, parents and others
- ensure that all governors are aware of their legal responsibilities under equality legislation
- approve the equality information to be published annually and the objectives to be published every four years
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic

9.2 Headteacher

The Headteacher will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the Statement and objective(s)
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement

9.3 Senior Leadership Team

The Senior Leadership Team will:

- drive forward implementation of the Statement and action to achieve the objective(s)
- support staff to carry out their role in implementing this Statement
- provide effective leadership on equality issues
- respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimisation

9.4 All Staff

All staff will:

- recognise that they have a role and responsibility in their day-to-day work to;
 - eliminate discrimination, advance equality and foster good relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination and harassment and report these
 - respond appropriately to the needs of pupils, parents, staff and others with protected characteristics and encourage pupils to do the same.
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

For further information, or to request this Statement in an alternative format, please contact the school office.



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	DATE	Ethos	Equality	Practice	Guidance
This policy was reviewed and screened by the Governing Body	2025/26	☒	☒	☒	☒
Next scheduled review:	Academic Year 2026/2027				



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