

North Baddesley Junior School

“Respect. Aspire. Resilient”

“Be kind, Dream Big, Keep Going!”



Equality Policy & Objectives

Status:	Current	Approval Level:	FGB
Review Frequency:	Objectives Annually Policy Every 3 Year	Author/Role:	Headteacher
Date First Written:	May 2026	Date Last Approved:	May 2026
Date of Next Review:	May 2029	Statutory:	Yes
Source:	School	Any Changes:	No

North Baddesley Junior School

Single Equality Statement (SES)

1. Introduction

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfill 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.

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation
- enabling equality of opportunity to access the school curriculum, extra-curricular activities, resources, staff vacancies, training opportunities etc.
- recognising the value of a diverse and inclusive school community
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and it’s principle through pupil and staff discipline procedures
- ensuring support is provided 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
- and foster good relations

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 Statement is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

Our school ethos is Respect. Aspire. Resilient

“Be kind, Dream Big, Keep Going!”

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>
- *RAISE online – provides an opportunity to compare against national data*
- *Department for Education – national School Workforce Census data:*
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/swf/news/a0076945/school-workforce-census-data-published>

The Quantitative information we may collect includes:

- *local catchment area, demographics*
- *for pupils, you might say that you will include whatever information you have which can be disaggregated by protected characteristic such as*
 - *admissions*
 - *attendance*
 - *achievement and progression*
 - *rewards and sanctions*
 - *participation in the student council*
 - *take up of extracurricular activities*
 - *other equality information for example complaints and incidents of discrimination or bullying*

To ensure that individuals cannot be identified, we will not publish statistics for small groups of pupils, in line with the practice adopted by the DfE, neither will we publish information on staff as we have less than 150 and are therefore not required to do so.

Qualitative information that you may wish to consider includes:

- *school policies (where they make a statement about prohibited conduct and the importance of avoiding discrimination)*

- *minutes of governor meetings (particularly those evidencing discussions regarding responsibilities for equality)*
- *notes of student council providing their views on equality issues*
- *notes of staff meetings (where staff responsibilities for equalities have been discussed) or details of staff training in relation to equalities has been undertaken*
- *notes of staff meetings (where staff have been made aware of how to raise awareness of their concerns or where they have been directed to key policies for them in respect of their concerns – e.g. advised to discuss concerns with the Head, or awareness of whistleblowing, staff harassment/bullying policies raised)*
- *detail about particular initiatives undertaken in the school (e.g. a focus on racist bullying; an initiative to assist girls to catch up in science; an initiative to help boys improve in their handwriting) and where possible, the impact of this initiative (e.g. increases in attainment)*
- *information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures*
- *details about assemblies which deal with relevant equality related issues*

2. Using equality information

We use the information collected to

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future action.

Current information shows us that in North Baddesley Junior School there are no significant issues that need to be addressed. We will nevertheless be constantly vigilant to identify and act in respect to any failures that emerge in our need to comply with this Statement. The objectives we have set for the next four years can be found at the end of this document. These objectives included at the end of this Statement will be reviewed annually and updated at least every four years.

The objectives set for the next four years are included at the end of this document. Some of these objectives may be more short term, in which case this is clearly identified.

3. Involvement of staff, pupils, and parents

a) Developing our Statement

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, we have involved staff, pupils, parents and others in the following ways: -

- *focus groups*
- *questionnaires*
- *involvement of the student council*
- *staff surveys*
- *contact with parents,*
- *contact with local community and disability organisations.*

b) 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 e.g. reasonable adjustments and 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.

We involve learners, parents, staff and others in improving practice through;

- *embedding equality and inclusion into your learner voice strategies or staff meetings*
- *providing support for 'hard to reach' groups, for example our families where English is an additional language*
- *address under-representation on the student council or on the governing body*
- *involve learners, parents, staff and others in developing policy and practice where equality issues are key eg. Anti bullying policies.*

4. 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) every four years. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

5. Key school policies and procedures

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

- Admissions
- Anti-bullying
- Attendance & Punctuality
- Behaviour Management Policy
- Child Protection
- Complaints Procedure
- Inclusions/Exclusions
- Pay
- Performance Management
- PHSE & Citizenship
- Physical Restraint
- SEND
- Relationships and Health Education
- Teaching, Learning & Curriculum

6. Roles and responsibilities

The governing body will

- monitor the implementation of the Statement and the objective(s) 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

The head teacher 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

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 victimization

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 characteristicsand 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.

7. Equality Objectives

North Baddesley Junior School Equality Objectives – Action Plan 2026 – 2030.

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 and with regard to the protected groups under the Equality Act 2010. This action plan brings together the priorities for the school to comply with the Equality Act. The objectives will be monitored annually and reviewed fully every four years to ensure that account is taken of any changing needs of the School.

8. Monitoring Arrangements

The Governing Body will update the equality information we publish at least every year.

This document will be reviewed by the Headteacher at least every 4 years.

This document will be approved by the Full Governing Body.

For further information, or to request this Statement in an alternative format, please contact: The School's Finance Officer.



Hampshire
County Council



SharePoint Unique Identifier	HRDOCID-561776108-75710
Version and date of publication:	V1 July 2019
Owner:	EPS

North Baddesley Junior School – Equality Objectives 2026 - 2030 – Reviewed annually



Objective	How can it be delivered?	Monitoring and success measures	Review Cycle and Time Scale
Ensure that pupils with disabilities, different cultural backgrounds, different faiths, different genders and other protected characteristics can access all aspects of school life. Ensure the curriculum reflects and celebrates diversity through literature, assemblies, PSHE, RE and wider curriculum experiences.	Promote an inclusive school culture where every pupil feels valued, respected and able to succeed, regardless of disability, race, religion or belief, sex, gender identity, or other protected characteristics. Embed the school values of Respect, Aspiration and Resilience throughout the curriculum, assemblies, behaviour policy and wider school life. Ensure teaching reflects diverse cultures, experiences and perspectives, make reasonable adjustments to meet individual needs, and provide appropriate support to enable all pupils to access learning, enrichment opportunities and leadership roles. Foster positive relationships and challenge stereotypes, discrimination and prejudice through the curriculum, PSHE, RE and restorative approaches. • Respect – celebrating diversity, valuing every individual and promoting kindness. • Aspiration – ensuring every pupil has high expectations and equal opportunities to achieve. • Resilience – supporting pupils to overcome barriers and develop confidence and independence.	HT, SLT and FGB through annual review of pupil voice, participation in clubs and leadership opportunities, attendance, behaviour and attainment data, monitoring of equality-related incidents, curriculum reviews and feedback from pupils, parents and staff.	Reviewed termly by SLT Reported annually to governors Equality objectives reviewed each July

North Baddesley Junior School – Equality Objectives 2026 - 2030 – Reviewed annually



Objective	How can it be delivered?	Monitoring and success measures	Review Cycle and Time Scale
Ensure the schools ongoing development continues to meet the evolving needs of all learners through an inclusive environment, accessible facilities and appropriate adjustments to provision.	Maintain close liaison with local authority project managers. Ensure all developments meet current building regulations and best practice guidance. Decoration and refurbishment schemes will comply with accessibility requirements. Staff receive regular training on equality, diversity, inclusion and unconscious bias as part of the professional development programme.	HT, SLT and FGB through annual review of observations, learning walks, attendance, pupil outcomes and participation in school life.	Reviewed termly by SLT Reported annually to governors Equality objectives reviewed each July

North Baddesley Junior School – Equality Objectives 2026 - 2030 – Reviewed annually



Objective	How can it be delivered?	Monitoring and success measures	Review Cycle and Time Scale
Continue to offer and further develop a wide range of school clubs that appeal equally to all pupils.	Sustain a broad programme of clubs led by staff and external providers. Regularly review provision to identify gaps and source new opportunities. Expand provision of before-school clubs. Ensure activities are inclusive, with opportunities for both mixed and targeted participation where appropriate.	HT and FGB Annual pupil participation analysis by gender, SEND and disadvantaged pupils.	Reviewed termly by SLT Reported annually to governors Equality objectives reviewed each July Maintain a balance of free and paid clubs. Provide parallel opportunities where appropriate (e.g. competitive sports).
Ensure that school information is accessible to all members of the community.	Maximise communication through multiple platforms: school website, email, text messaging, and physical noticeboards. Ensure translation tools are available (e.g. website translation features). Provide key information in accessible formats and maintain up-to-date documentation via linked resources rather than embedded files. Examples of how the above can be achieved: Easy Read formats where appropriate Interpretation services for meetings	HT and FGB Annual accessibility audit. Parent survey regarding accessibility of communication.	Website maintained with translation functionality. Regular updates to digital and physical communication channels. Continued development and refresh of website design and accessibility.

North Baddesley Junior School – Equality Objectives 2026 - 2030 – Reviewed annually



Objective	How can it be delivered?	Monitoring and success measures	Review Cycle and Time Scale
Alternative formats on request (large print, coloured paper, accessible PDFs)			
Extra-Curricular Provision			
- Approximately 18 clubs are offered weekly, with participation monitored to ensure equitable access across year groups, gender, SEND and disadvantaged pupils. All clubs are inclusive and open to all pupils. - Strong uptake across both sports and non-sports activities. - Sports clubs remain mixed, with some variation in participation trends (e.g. gymnastics more popular with girls, football mixed participation).			
Participation			
- Over 250 pupil registrations across clubs annually. - Whole-school participation in regular physical activity initiatives (e.g. daily/weekly fitness challenges).			
Wider Provision			
School continues to hold a recognised award for excellence in sports provision.			

North Baddesley Junior School – Equality Objectives 2026 - 2030 – Reviewed annually

- A broad range of non-sporting clubs is available, including art, drama, STEM, gardening, chess, and cookery, supporting diverse interests and talents.

Progress against these objectives will be reviewed annually by the Head teacher and Governing Body. The objectives may be amended where monitoring identifies new priorities or changing needs within the school community.

*2026 SAT results not available when publishing this updated version.



Key Stage 2 SATS results |

2024 – 2025

Key:

HT – Head Teacher

SLT - Senior Leadership Team

FGB – Full governing body

Whole cohort	NBJS ARE+	Est. National	Difference	County	Difference
Reading	74.4%	(74.7%) 75%	-0.3%	75.4%	-1
GAPs	84%	73%	+11	71.2%	+12.8
Writing (TA)	85.6%	72%	+13.5	71.6%	+14
Maths	84%	74%	+10	74%	+10
Combined R, WR, MA	72.2%	62%	+10.2	60.8%	+11.4
Science	93.3%	82%	+12		

Whole cohort	NBJS GD	Est. National	Difference	County	Difference
Reading	36.6%	33%	+3.6%	33.7%	+2.9%
GAPs	40%	29%	+11%	26.5%	+13.5%
Writing (TA)	22.2%	12.2%	+10%	13.6%	+8.6%
Maths	33.3%	25.6%	+7.7%	24.7%	+8.6%
Combined R, WR, MA	17.7%	8.1%	+9.6%	8.3%	+9.4%