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\_\_\_\_\_ learners who aspire for themselves and inspire others

# Equality Policy

## (CPS-NS-P-POL-010)

Revision Number	Comments	Date
01	Revised and re-formatted	Nov-21
02	Reviewed and minor changes made	Oct 25
03		
04		

### Endorsement

This procedure was endorsed for use electronically by governors on 22 October 2025

This policy supports UNCRC Article 2 (non-discrimination) – The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status.

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## 1. Introduction and Context

We welcome our equality duties as both a provider of education and as an employer and we view them as fundamental in our drive towards excellence at Calthorpe Park School.

We believe that all students 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 students, staff, governors and parents/carers.

We aim to promote equality, inclusion and good community relations by tackling prejudice in a holistic and proactive way.

At Calthorpe Park School, we interpret the meanings of Equality & Diversity as:

Equality – the access to opportunity, participation and contribution on a fair and equitable footing. This is regardless of race, ethnicity, religion, nationality, cultural background, disabilities, gender, sexual orientation, social economic factors or age.

Diversity – the differences between people.

This document outlines the principles which will guide our approach to working with our school community and enabling an open and mutually respectful culture and ethos.

### 1.1 National and Legal Context

We recognise that we have duties and due regard under Every Child Matters and The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011 in relation to the school community to:

- Eliminate unlawful discrimination, harassment, and victimisation and any other conduct that is 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.

Our equality duty covers the following protected characteristics: age, disability, ethnicity, gender reassignment, marriage and civil partnership, maternity and pregnancy, religion or belief, sex and sexual orientation.

We also recognise that we have a duty under the Education and Inspections Act 2006 to promote community cohesion, i.e. to develop good relations across different cultures and groups.

The disability equality general duty reinforces the reasonable adjustments of the Disability Discrimination Act (DDA).

The general duty to promote gender equality means that we have due regard to:

1. Eliminate unlawful discrimination and harassment and;
2. Promote equality of opportunity.

We also acknowledge 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 and Disabilities and the Human Rights Act 1998.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by The Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

## 1.2 Local School Context

Details of the school, its' context and the community it serves are accessible through various data sets including School Performance tables on the Department of Education website and Hampshire County Council Research and Intelligence. A brief synopsis of the main areas are covered in Appendix A.

## 2. Links to Other Policies

The Calthorpe Park School Equality Policy links to all school policies. However, we also choose to maintain the following separate policies in relation to the Promotion of Equality:

- Supporting Students at School with Medical Conditions;
- Inclusion and Special Needs.
- Dignity at Work Policy
- Resolving Work Place Issues Policy

## 3. Principles

To fulfil our legal obligations we are guided by a number of principles:

### 3.1. All students, families and staff are of equal value

We see all students, potential students, their parents and carers and staff as of equal value:

- Whether they are able-bodied or 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.

### 3.2. 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 systems must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics:

- a. Disability - we note that reasonable adjustments will need to be made;
- b. Gender (including transgender) - we recognise that girls and boys, men and women have different needs;
- c. Religion and belief - we note that reasonable requests in relation to religious observance and practice will need to be made and complied with;
- d. Ethnicity and race - we note that we all have different experiences as a result of our ethnic and racial background;
- e. Age - we value the diversity in age of staff, parents and carers;
- f. 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;
- g. 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;
- h. 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. We note that special provision will need to be made to support any of our students who find themselves personally affected by pregnancy or young parenthood.

### 3.3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- i. positive attitudes and interaction between groups and communities different from each other;
- j. an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

### **3.4. 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).

### **3.5. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and systems avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

### **3.6. We consult and involve to ensure views are heard**

In our development of policies and protocols, we engage with groups and individuals, including students and parents who are particularly affected by a policy or procedure, to ensure that their views are taken into account. For policies and procedures affecting students, we will take account of views expressed via Student Voice Forums, via student questionnaires and via student focus groups; for parents through parent/governor representation and via parent questionnaires and for staff, through staff governor representation, via staff questionnaires and via staff consultation and discussion groups. Where necessary, we will consult more widely with specific groups.

### **3.7. We aim to foster greater community cohesion**

We intend that our policies, procedures 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.

### **3.8. We base our practices on sound evidence**

We gather and maintain information to show our compliance with the Public Sector Equality Duty, set out under section 149 of the Equality Act 2010.

### **3.9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the impact report from the previous objectives, the evidence that we have gathered and the engagement in which we have been involved.

The impact report and objectives can be found in Appendix C to this policy 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 as part of the school improvement plan and self-evaluation process.

## **4. Application of the Principles within this Policy Statement**

The principles outlined in this policy will be applied and reflected in:

- The delivery of the school curriculum;

- The teaching and learning within the school;
- Our teaching styles and strategies;
- Our practice in relation to student progress, achievement and attainment;
- Our policies and practice in relation to admissions and attendance;
- Our policies and practice in relation to staff;
- Our care, guidance and support of students, their families and staff;
- Our policies and practice in relation to student behaviour, discipline and exclusions;
- Our partnership working with parents and carers;
- Our contact with the wider school community.

## 5. 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 students are recorded and dealt with appropriately.

This School will consider any acts of victimisation/harassment/bullying related to a person's age, disability, gender reassignment, race, religion or belief, sex or sexual orientation or harassment on any other grounds, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

## 6. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Staff and Governors are aware of their responsibilities under the Equality Act. Staff have received training about the Equality Act and will receive refresher training every September. The school has a designated member of staff for championing equality issues, and an equality link governor.

## 7. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages connected to particular characteristics (e.g. disabilities, gender);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. gender neutral toilets/changing facilities);
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school activities and visits).

In order to fulfil this duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of ableist, racial, homophobic or transphobic bullying);
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

## 8. Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance and empathy on a range of issues. This includes teaching in RE and PSHE, but also in other curriculum areas;
- Holding assemblies dealing with relevant issues of local, national and international importance;
- Encouraging and implementing initiatives to foster good relations and listen to the student voice at Calthorpe Park School.

## 9. Roles and Responsibilities

The school has high expectations of all students. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

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;
- Impact Assessment is carried out and published annually;
- Arrangements to deal with any concerns, or unlawful action that arise.

The Headteacher is responsible for:

- Implementation of this Policy, ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
- Taking appropriate action in any unlawful discrimination, harassment or victimisation.

The Equality Link Governor will:

- Meet with the designated member of staff for equality and other relevant staff members to discuss any issues and how these are being addressed;
- Ensure that they are relevant with all of the legislation and the contents of this document;

- Attend appropriate equality and diversity training;
- Report back to the full governing body regarding any issues.

### 9.1 Leadership and Management

Senior Leaders are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students:

- Identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- Provide staff development to raise awareness of differences and promote strategies to raise achievement in all students;
- Create an environment which affirms and supports equality and diversity for all.

### 9.2 The designated member of staff for equality will:

- Support the Headteacher and the Leadership Team in promoting knowledge and understanding of the equality objectives amongst staff and students;
- Meet with the Equality Link Governor to discuss any issues;
- Support the Headteacher in identifying any staff training needs and deliver training as necessary.

All staff are expected to work in accordance with the principles outlined in this policy to:

- Promote, through their practice, an inclusive, respectful and collaborative ethos;
- Deal with any prejudice-related incidents that may occur and ensure that they are aware of possible cultural assumptions and bias within their own attitudes;
- Plan and deliver curricula and lessons ensuring stereotypes and what are thought to be stereotypical activities are challenged;
- Support students in their classes who have additional needs;
- Ensure that they are aware of possible cultural assumptions and bias within their own attitudes.

## 10. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.

## *11. Appendix A: Our School Context and the Community We Serve*

### **School Context**

Calthorpe Park School serves the community of Hart, the population of which is, currently, in excess of 95,000, with a forecasted increase year on year due continued housing developments. Hart has a large working age population, mostly made up by those in the 18-64 years old category (58.1%, 2017 census) with a falling over 65 population (19.5%, 2017 census). The vast majority (94.9%, 2017 census) of Hart's resident population is estimated to be of White British Status.

### **School Characteristics:**

#### Student Body

1646 students are on roll. Of these, 50.5% are male and 49.5% are female. A small number, but growing number of students describe themselves as Non-Binary. This is a trend that has been sustained over a period of time. Hart is not a socially or racially diverse area. Our school deprivation indicator, the proportion of our students known to be eligible for Free School Meals and the number of students from BME groups and/or with EAL status are all significantly below the national average. The school's profile reflects the community it serves in all aspects.

The majority of our students come from five key Wards (Fleet North, Fleet West, Fleet Pondtail, Fleet Central and Crondall). The average higher education rate for these Wards is 33.8%. The national average is 33.9% (2011 census). Similarly, the percentage of high social class households for these five Wards is approaching double the average for England and the percentage of overcrowded households is almost four times less than the average for the UK.

It is important to record, however, that we have a small but significant group of students whose background does not reflect the relative aspiration and affluence of the majority. For us, at Calthorpe Park School, it is even more imperative, therefore, that we are totally committed to inclusivity and that we take active and substantial steps to ensure that we support and meet the needs of all our students, and their families, whilst promoting and celebrating diversity in its widest sense.

These factors mean that we must:

1. devise an increased range of strategies to ensure that, in all we do, diversity is explicitly valued and actively celebrated within our school community;
2. wherever possible create links and provide opportunities within, and extra to, the curriculum that allow our students and staff access to a range of different experiences, cultures, traditions and environments; We have established a school Diversity & Equality group and we will be accrediting the work that we do by pursuing the Rainbow Flag Award. We are also following the Diana Award, to support students facing discrimination and bullying.

3. be proactive in reaching out to our parents whose life experience is such that they place less value on education and/or to those who do not feel confident to come into school and/or to those who would welcome the school's support in assisting their children to take full advantage of the educational and developmental opportunities provided

These three objectives will contribute to our qualitative Equality Objectives.

### **Staff Body**

Calthorpe Park School has a staff complement of 210. The majority of teaching staff are female (74.6%, 2025). BME status staff account for just over 16.5% (2025) of the total staff. There are members of staff who are registered disabled.

### **Collection of Equality Information**

The school operates sophisticated and comprehensive systems for the collection of equality information at individual student and student sub-group level. Data on progress, attainment, behaviour (type, sanctions, exclusions, rewards), attendance and bullying are routinely, and regularly, collected and analysed by gender, age, ethnicity/EAL, SEN status, disability and socio-economic background. Outcomes of analysis inform intervention at individual student and sub-group level.

### **Equality Action Plan and Impact Assessment**

Data monitoring, Action Planning and detailed Impact Assessment are used to inform our Equality Action Plan which is formulated and published annually.

## 12. *Appendix B: Legal Requirements*

### **What is the Equality Act 2010?**

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

In England and Wales, the Act applies to all maintained and independent schools, as well as academies and free schools. It covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions;
- The way it provides education for pupils;
- How it provides pupils access to any benefit, facility or service;
- Excluding a pupil or subjecting them to any other detriment.

### **What actions and behaviours are unlawful?**

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination;
- Indirect discrimination;
- Failing to make reasonable adjustments for disabled pupils or staff;
- Discrimination arising from disability;
- Harassment related to a protected characteristic;
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

### **Protected characteristics**

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age;

- Disability;
- Gender reassignment;
- Marriage and civil partnership;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

### **Public Sector Equality Duty (PSED)**

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups. Some schools chose to meet these previous duties by combining the three policies into a “single” equality policy.

The new Equality Duty has two parts: the “general” duty and “specific” duties.

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff.

Schools are required to have “due regard” to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relations.

The two specific duties for schools aim to assist them to meet the general duty. Schools should have complied with these two duties from April 6, 2012. They are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually;
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

### **What is meant by 'due regard'?**

Having due regard means that schools must consciously think about the three aims of the Equality Duty as part of decision-making, developing and reviewing policies and how they deliver services.

According to advice for school leaders and governors from the DfE: "The duty to have 'due regard' to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications."

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