Single Equality Policy

Introduction

In order to maintain our school ethos of 'Achieving Happily Together' every member of our school community should feel equally valued and free from discrimination on grounds of race, language, gender (including issues of transgender, maternity and pregnancy), sexual orientation, religion, class, life-style, cultural background, age or disability.

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 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 – in particular our learners, staff, governors and parents. Throughout this policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

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 adults), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to adults).
We 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 appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the rights of People with Disabilities and the Human Rights Act 1998.

School Context
Tavistock serves the community within the District of Hart in North East Hampshire.

Inspection Data Summary Report (IDSR) May 2026.

The school is a two form entry infant school. The pupil admission number is 60. Tavistock's school location deprivation is below average of all schools. The pupil base deprivation is well below average.

The school is a predominantly monocultural school, serving a relatively stable yet mixed community with the majority of children who are socially advantaged and a small number of children who live in relative poverty when compared to their peers. These children live in pockets of deprivation. Parents are mostly very supportive of their child's learning and have high aspirations for their child.

21.82% of children are entitled to free school meals which is close to average.
13.33% of children are supported at School Action which is close to average.
0.61% of children have EHCPs which is well below average.
15.2% of children are EAL which is close to average.

Aims

- To teach the children about the United Nations Convention on the Rights of the Child and use this as a basis for developing our community
- To provide equality and excellence for all in order to promote the highest possible standards of achievement within a rights respecting community
- To prepare pupils for a life in a multi-ethnic society
- To meet the diverse needs of pupils to ensure that an inclusive ethos is maintained
- To be proactive in tackling and eliminating racial discrimination
- To ensure that all planning and decision-making promotes equal opportunities and good race relations
- To meet the needs of children with disabilities where it is considered that their needs can be met within the resources available to the school
- To ensure all policy reviews identify opportunities to challenge stereotypes and promote gender equality
- To ensure that every child is supported and enabled to achieve through the 'Every Child Matters' framework

Leadership, Management and Governors
Commitments

- The school will be proactive in promoting racial equality, good race relations and gender equality opportunities through:
    - Following the guidelines laid down for combating bullying detailed in the school Anti-Bullying policy

    - Grouping children according to need providing a balance of gender and ethnicity as far as possible
    - Ensuring expectations are equally high for boys and girls and for all children regardless of race or culture
- Appropriate support will be offered to pupils of different ethnic groups with support being sought from the Bi-Lingual Support service EMTAS, where appropriate
- All staff and pupils will be encouraged to reach their full potential regardless of race, gender, sexual orientation or disability
- An environment will be created which respects and values cultural, linguistic and religious differences

Responsibilities

- The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities and that this policy and its related procedures and strategies are implemented.
- The Headteacher is responsible for implementing the policy for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking action in any cases of unlawful discrimination
- All staff are expected to deal with racist incidents that may occur, and to report these to the Headteacher
- All staff are expected to know how to identify and challenge racial and cultural bias and stereotyping, to support pupils in their class for whom English is an additional language and to incorporate principles of equality and diversity into all aspects of their work

Policy, Planning and Review
We will ensure that the principles and procedures above feature in all policies and practices especially in:

- Pupils' progress, attainment and assessment, including ethnic and SEND monitoring, through our monthly spot checks and termly milestone assessment points
- The management of behaviour, discipline and exclusions through ensuring that the Tavistock Positive Behaviour policy is applied consistently to all children within a Rights Respecting culture
- Pupils' personal development through ensuring that our curriculum has opportunities for raising equal opportunities issues, and emphasis is placed on valuing ourselves and each other and includes activities designed to raise self-esteem
- Developing a culture based on "Rights, Responsibilities and Respect" for the whole school community

Teaching and learning through:

- Ensuring resources are examined for bias and omissions and reflect a variety of cultural backgrounds
- Displays around school sharing positive images of male, female, disabled and ethnic groups
- Quieter children being given positive encouragement to join in
- Assemblies offering a balance of moral and religious themes, male and female role models, etc.
- Ensuring that expectations and stereotypes on grounds of gender and ethnicity are not perpetuated e.g. in the home corner role play area
- Including all children within every aspect of school life as far as possible

The content of the Curriculum through:

- All children having access to a broad and balanced curriculum that is differentiated to meet special needs
- All children having equal access to activities such as cooking, construction, sport, sewing, using the computer, etc.

Staff recruitment and professional development through:

- Ensuring that appropriate action is taken to seek staff and Governors from a diversity of backgrounds where possible
- Ensuring necessary training is given to staff on race equality
- All staff have equal opportunities to professional development

Partnership with parents through:

- Making every attempt to welcome all parents into school and ensuring that documentation is accessible to everyone as far as possible
- Regularly meeting with parents to share Individual Education Plans where appropriate
- Implementing and monitoring the Policy

The Headteacher and Governing Body will ensure implementation of the policy through:

- Providing parents with a copy of the policy on the school website
- Ensuring areas needing developments feature in the Single Equality Action Plan which is regularly reviewed as appropriate
- Ensuring staff are aware of their responsibilities
- Collecting and using any relevant data gathered during policy reviews to inform planning
- Reporting any relevant data to the Governing Body