

Equality Policy



Last Review: July 2026
Next Review: July 2028

Brighton Hill Community School Equality Policy

Policy Introduction

This policy sets out Brighton Hill Community School's approach to promoting equality, as defined within the Equality Act (2010).

The School Context

Brighton Hill Community School is situated in Basingstoke (Hampshire) and currently has 1280 pupils, between the ages of 11 and 16 years. The majority of pupils are from the local area, making our cohort mostly White British (approximately 85%). The school is committed to actively seeking opportunities to ensure its pupils, in particular, embrace the wider community and 'global citizenship'.

Equality Aims and Values

Brighton Hill Community School aims to provide equality and excellence for all, in order to promote the highest possible standards.

Commitment to equality and inclusion is central to the school's ethos and integral to the school's stated vision and aims:

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

- o Whether or not they are disabled
- o Whatever their ethnicity, culture, national origin or national status
- o Whatever their gender and gender identity
- o Whatever their religious and non-religious affiliation or faith background
- o Whatever their sexual orientation
- o Whatever their marital status
- o Whether they are currently pregnant or have recently given birth
- o Whatever their age
- o Whatever their first language

Our Vision

Our vision is to inspire independence and nurture a life-long love of learning, creating proactive and responsible citizens.

Our aims are underpinned by two drivers in order to develop:

1. A lifelong love of learning.
2. Good citizenship.

Through excellent teaching we aim to provide our children with creative, challenging learning opportunities which:

- encourage them to have high expectations of their abilities
- promote determination to succeed and encourage risk taking

- enable them to become independent and active in their own learning
- develop tolerance of others
- develop collaborative opportunities and an awareness of others' needs

The School's Approach to Promoting Equality

The school seeks to meet its equality duties with the objective of eliminating unlawful discrimination and harassment, promoting equality of opportunity, good relations and positive attitudes between people of diverse backgrounds in all its activities.

This policy forms part of the school's Single Equality Scheme. This includes the following documents, available separately:

- Information as to how the school has complied with the General Duty of the Equality Act, published annually
- Evidence of equality analysis undertaken, published annually
- Details of engagement undertaken, published annually
- Equality objectives, set and published every four years

Through this Single Equality Scheme, the school seeks to ensure that no pupil, staff, parent, guardian, carer or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.

This equality of treatment includes the protected characteristics identified within the Equality Act (2010) - sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment. The school does not tolerate discriminatory or racist remarks or incidents. These will be dealt with and reported to the Governing Body.

(N/B Age is a protected characteristic within the Equality Act (2010), but not in relation to pupils of any age in a school – schools may organise their curriculum or classes in any way they choose without fear of a claim of discrimination on the grounds of age).

In addition, the school extends its equal opportunities provision to include the following characteristics - ethnic or national origin, language, marital or civil partnership status, age, responsibility for children or other dependants, trade union or political activities, social class, where a person lives or spent convictions.

The principles of this policy apply to all members of the extended school community, pupils, staff, governors, parents and community members.

Community Cohesion

The school is committed to the promotion of community cohesion, with a focus on the school as part of the local, national and global community.

Actions and projects undertaken by the school to promote community cohesion aim to:

- create a wider exposure to different communities
- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination

- increase life opportunities for all
- ensure learning, teaching and the curriculum explores and addresses issues of diversity

Roles and Responsibilities

Local school governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and its procedures are followed

The Headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination e.g. racist incidents dealt with and reported to Governing Body

All school staff are responsible for:

- sharing the Equality Policy with all visitors and contractors
- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promoting equality and avoiding discrimination against anyone
- reporting racist incidents
- supporting the effective and appropriate response to racist incidents (in line with the school's behaviour policy)
- keeping up to date with the law on discrimination and taking training and learning opportunities
- keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
 - o the anti-bullying policy
 - o the equality and rights advocates action plan
 - o developing school/class rules which challenge discriminatory behaviour
- Pupils are responsible for:
 - o Upholding the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community share tackling inequality and achieving equality of opportunity for all.
 - o Understand how it relates to them, appropriate to age and ability

Parents/Carers are responsible for:

- supporting the school's policies and guidelines for behaviour
- knowing and following the Home School Agreement

Responsibility for overseeing equality practices in the school lies with named members of staff and governor. Their responsibilities include:

- Coordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)
- Monitoring suspensions and exclusions

Monitoring, Reviewing and Assessing Impact

The Single Equality Scheme will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making and linked to the School Development Plan as appropriate.

The Headteacher will report regularly to the Governing Body on monitoring undertaken, the reports to include information on the school population, key initiatives and progress against targets and future plans.

Linked Policies

Whilst in general the principles of equality apply to all other school policies, the following school policies refer more specifically to equal opportunities provision:

- Behaviour (including anti-bullying)
- Whistleblowing Policy
- Accessibility Plan

Appendix A

School Context 2025/26

Total – 1283 students
Male – 658 (51.3%)
Female – 625 (48.7%)
Pupil Premium – 261 (20.3%)
FSM – 248 (19.3%)
SEN – 259 (20.2%)
EAL – 157 (12.2%)
Young Carers – 34 (2.7%)
White British – 1017 (79.3%)
Traveller – 0
LAC – 8 (0.6%)
Service Children – 6 (0.47%)

Appendix B

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).

We have also involved staff, pupils, parents and others in the following ways:

- parent collaboration events
- parent questionnaires/surveys
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community
- contact with external support agencies

Pupil-related data

Information	Evidence and commentary (transgender students included with the gender as entered in SIMS)
Progress and Attainment – by gender, Year 11 cohort: <u>2019.20</u> 62 (50%) male students 62 (50%) female students <u>2020.21</u> 72 (61%) male students 47 (39%) female students *Due to the COVID-19 Pandemic the Department for Education have not published National data specific to individual school outcomes for the academic years 2019.20	<u>*2019.20</u> Progress 8 Scores: • N/A • N/A A8 Scores: • Boys: 44.2 • Girls: 53.5 Achieving 4+ in English and Maths: • Boys: 61.3% • Girls: 72.6% Achieving 5+ in English and Maths: • Boys: 40.3% • Girls: 56.5% <u>*2020.21</u> Progress 8 Scores:

& 2020.21. These years see validated internal data being used that followed the DfE, Ofqual, & JCQ Guidance for Centre Assessed Grades (CAG) in 2019.20 and Teacher Assessed Grades (TAG) in 2020.21	• N/A • N/A A8 Scores: • Boys: 43.9 • Girls: 57.3 Achieving 4+ in English and Maths: • Boys: 62.5% • Girls: 87.2% Achieving 5+ in English and Maths: • Boys: 34.7% • Girls: 68.1%
<u>2021.22</u>	<u>2021.22</u> Progress 8 Scores: • Boys -0.34 • Girls +0.24 A8 Scores: • Boys: 52.99 • Girls: 52.98 Achieving 4+ in English and Maths: • Boys: 73.1 • Girls: 81.7 Achieving 5+ in English and Maths: • Boys: 48.7 • Girls: 60
<u>2022.23</u>	<u>2022.23 (Source SISRA Feb 2023 Provisional)</u> Progress 8 Scores: • Boys: -0.08 • Girls: +0.21 A8 Scores: • Boys: 45.18 • Girls: 46.45 Achieving 4+ in English and Maths • Boys: 70% • Girls: 75.9% Achieving 5+ in English and Maths • Boys: 40% • Girls: 40.2%
<u>2023.24</u> 117 (49.5%) male students 119 (50.5%) female students	<u>2023.24</u> Progress 8 Scores: • Boys -0.17 • Girls +0.18 A8 Scores: • Boys: 44.24 • Girls: 49.48 Achieving 4+ in English and Maths: • Boys: 65.0% • Girls: 72.3% Achieving 5+ in English and Maths:

	- Boys: 38.5% - Girls: 59.7% <u>2024.25</u> Progress 8 Scores: - Boys -0.14 - Girls -0.01 A8 Scores: - Boys: 42.9 - Girls: 46.54 Achieving 4+ in English and Maths: - Boys: 61.6% - Girls: 67.9% Achieving 5+ in English and Maths: - Boys: 39.9% - Girls: 49.5%
Attendance by Vulnerable Groups	<u>PP:</u> 2017/18 – 89.2% 2018/19 – 91.2% 2019/20 – 93.1% 2020/21 – 91.2% 2021/22 – 89.01% 2022/23 – 86.4% 2023/24 – 85.3% 2024/25 - 86.7% <u>SEN E (EHCP):</u> 2017/18 – 92.8% 2018/19 – 86.4% 2019/20 – 90.9% 2020/21 – 89% 2021/22 – 89.9% 2022/23 – 83.3% 2023/24 – 88.4% 2024/25 - 85.7% <u>SEN K:</u> 2017/18 – 90.6% 2018/19 – 92.5% 2019/20 – 92.2% 2020/21 – 93.3% 2021/22 – 90.3% 2022/23 – 89.7% 2023/24 – 87.5% 2024/25 - 89%
Attendance by gender	<u>Boys</u> 2022/23 - 92.2%

	• 2023/24 - 92.6% • 2023/24 - 93.6% <u>Girls</u> • 2022/23 - 90.4% • 2023/24 - 90.5% • 2023/24 - 91.5%
Exclusions by vulnerable group	<u>2018/19</u> • Total Exclusion incidents – 31 • Exclusion incidents by PP and/or SEN students – 24 <u>2019/20</u> • Total Exclusion incidents – 12 • Exclusion incidents by PP and/or SEN students – 10 <u>2020/21</u> • Total Exclusion incidents – 9 • Exclusion incidents by PP and/or SEN students – 7 <u>2021/22</u> • Total Exclusion incidents – 10 • Exclusion incidents by PP and/or SEN students – 7 <u>2022/23</u> • Total Exclusion incidents – 20 • Exclusion incidents by PP and/or SEN students – 10 <u>2023/24</u> • Total Exclusion incidents – 24 • Exclusion incidents by PP and/or SEN students – 11 <u>2024/25</u> • Total Exclusion incidents – 45 • Exclusion incidents by PP and/or SEN students – 32
Exclusions by gender	<u>2017/18</u> • Total exclusion incidents – 85 • Incidents involving boys – 61 (72%) • Incidents involving girls – 24 (28%) <u>2018/19</u> • Total exclusion incidents – 31 • Incidents involving boys – 27 (87%) • Incidents involving girls – 4 (13%) <u>2019/20</u> • Total exclusion incidents – 12 • Incidents involving boys – 11 (92%) • Incidents involving girls – 1 (8%) <u>2020/21</u> • Total exclusion incidents – 9 • Incidents involving boys – 5 (55%) • Incidents involving girls – 4 (45%) <u>2021/22</u> • Total exclusion incidents – 10 • Incidents involving boys – 7 • Incidents involving girls – 3 <u>2022/23</u>

	• Total exclusion incidents – 20 • Incidents involving boys – 15 • Incidents involving girls – 5 <u>2023/24</u> • Total exclusion incidents – 24 • Incidents involving boys – 21 • Incidents involving girls – 3 <u>2024/25</u> • Total exclusion incidents – 45 • Incidents involving boys – 30 • Incidents involving girls – 15
Participation in the student council by race	<u>2018/19</u> • 63% of the student council are girls • 37% of the student council are males • No ethnic minority groups are represented in the student council <u>2021/22</u> • 63% of the student council are girls • 37% of the student council are males • No ethnic minority groups are represented in the student council <u>2021/22</u> • 64% of the student council are girls • 36% of the student council are males • One ethnic minority group is represented in the student council <u>2022/23</u> • 64% of the student council are girls • 36% of the student council are males • One ethnic minority group is represented in the student council <u>2023/24</u> • 62% of the student council are girls • 38% of the student council are boys • No ethnic minority groups are represented. <u>2025/26</u> • 75% of the student council are girls • 25% of the student council are boys • (any other Asian background 17%) (Black – African 8%) (Indian 8%)
Participation in Enrichment activities	<u>2018/19</u> • no data available <u>2019/20</u> • 95% of females participated in at least 1 enrichment activity (prior to Covid lockdown) • 93% of males participated in at least 1 enrichment activity (prior to Covid lockdown) • 93% of white British students participated in at least 1 enrichment activity (prior to Covid lockdown)

	94% of students from ethnic minority groups participated in at least 1 enrichment activity (prior to Covid lockdown) <u>2020 / 21</u> - no enrichment activities ran due to Covid restrictions <u>2021/22</u> 98% of females participated in at least 1 enrichment activity 100% of males participated in at least 1 enrichment activity 93% of white British students participated in at least 1 enrichment activity 94% of students from ethnic minority groups participated in at least 1 enrichment activity <u>2022/23</u> 99% of females participated in at least 1 enrichment activity 99% of males participated in at least 1 enrichment activity 99% of white British students participated in at least 1 enrichment activity 98% of students from ethnic minority groups participated in at least 1 enrichment activity <u>2023/24</u> 97% of females participated in at least 1 enrichment activity 96.5% of males participated in at least 1 enrichment activity 99.3% of white British students participated in at least 1 enrichment activity 99.2% of students from ethnic minority groups participated in at least 1 enrichment activity <u>2024/25</u> 98% of females participated in at least 1 enrichment activity 99.5% of males participated in at least 1 enrichment activity 99.3% of white British students participated in at least 1 enrichment activity 29.7% of all extra-curricular attendance were from non-white British students, compared to 20% non-white British on roll
Awards Evening awards by gender, July 2018 and 2019	<u>July 2017</u> – 48 awards given - Boys – 21 (44%) - Girls – 27 (56%) <u>July 2018</u> – 48 awards given - Boys – 22 (46%) - Girls – 26 (54%) <u>July 2019</u> – n/a – national lockdown/no awards evening <u>July 2020</u> – 48 awards given - Boys – 23 (48%) - Girls – 25 (52%) <u>July 2021</u> – 48 awards given - Boys – 17 (35%) - Girls – 31 (65%) <u>July 2022</u> – 48 awards given - Boys – 18 (38%) - Girls – 30 (62%) <u>July 2023</u> – 53 awards given - Boys – 26 (49%) - Girls – 31 (51%) <u>July 2024</u> – 56 awards given

	- Boys – 23 (41%) - Girls – (59%) <u>July 2025 – ?? awards given</u> - PP: 11/ 55 awards (20%) - SEND: 11/55 awards (20%) - Male: 20/55 awards (36%) - Female: 35/55 awards (64%) - EAL: 12/55 awards (22%)
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Staff data

Information	Evidence and commentary
Gender of workforce	<u>September 2022</u> 73% of our workforce are female and 27% are male <u>September 2023</u> 73% of our workforce are female and 27% are male <u>September 2024</u> 75% female, 25% male <u>September 2025</u> 88% female, 12% male
Race distribution of workforce	<u>September 2022</u> 2% Other ethnic background, 2% Asian/British Asian, 1% Pakistani/British Pakistani, 1% Black British/African, 2% Black Caribbean, 4% White Other, 1% White Irish, 87% White British. <u>September 2023</u> 3% Other ethnic background, 1.5% Asian/British Asian, 1.5% Asian/Asian British Indian, 1% Pakistani/British Pakistani, 2% Black British/African, 1% Black Caribbean, 3% White Other, 1% White Irish, 86% White British. <u>September 2024</u> 4% Other ethnic background, 1.5% Asian/British Asian, 2% Asian/Asian British Indian, 0.5% Pakistani/British Pakistani, 2% Black British/African, 1.5% Black Caribbean, 1% Chinese, 5% White Other, 1.5% White Irish, 81% White British. <u>September 2025</u> 3% any other Asian background, 0.7% any other ethnic group, 0.7% any other Black background, 2% any other White background, 2% Indian, 0.7% Pakistani, 1% Black African, 1% Black Caribbean, 1% refused, 0.7% White and Black African, 86% White British
Leavers by gender in Sept 2022-August 2023	<u>September 2021 – August 2022</u> 33 staff left. 26 (79%) were female and 7 (21%) were male. <u>September 2022 – August 2023</u> 20 staff left 17 (85%) were female and 3 (15%) were male. <u>September 2023 – August 2024</u> 28 staff left 18 (64%) were female and 10 (36%) were male. <u>September 2024 – August 2025</u> - TBC

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Other information

Information	Evidence and commentary
Attendance at parents' evenings	Total attendance: • 2016/17 – 66% • 2017/18 – 75% • 2018/19 – 81% • 2019/20 - 83% (vs. parents of PP students: 65%) • 2020/21 - 79% (vs. parents of PP students: 63%) • 2021/22 - 74% (vs. parents of PP students: 61%) • 2022/23 - 69% (vs. parents of PP students: 54%) • 2023/24 - 72% (vs parents of PP students: 50%) • 2024/25* - 78% (vs parents of PP students 52%) *After first round of parents' evenings Parents who are deaf are assigned a sign language translator for the evening, funded by the school – this include 2 parents from student in Class of 2021.
Governor representation as at Sept 2019	<u>September 2019</u> • 25% Male, 75% Female • We have proportionately more women than men on the governing body which is the same as within the staffing group. September 2022 • 53% Male 47% Female September 2023 • 56% Male 44% Female September 2024 • 20% Male 80% Female September 2025

Appendix C

Equality Objectives

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).

We have also involved staff, pupils, parents and others in the following ways:

- focus groups
- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and external support agencies

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

- Objective 1: Reduce proportion of suspensions to boys
- Objective 2: Reduce proportion of SEN and FSM suspension rate
- Objective 2: Increase diversity of student council and parent focus groups by including more students from ethnic minority groups
- Objective 4: Merge EARA and REG student groups