



# Hunton

## C of E Primary School

Life in all its fullness - John 10:10

## Equality Information and Objectives Policy

<b>Date of Last Review</b>	May 2026
<b>Responsible Person on Governing Body</b>	
<b>Lead Member of Staff</b>	Amy Wichall (SENDCO)
<b>Date of Next Review</b>	May 2027 <i>(Or earlier if necessary. Objectives in section 8 will be updated annually.)</i>

*Compassion*

*Joy*

*Perseverance*

*Respect*

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### 1. Aims

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

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values; Compassion, Joy, Perseverance and Respect.

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

### **3. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year as part of the safeguarding training.

The Headteacher is the designated member of staff for monitoring equality issues. The Headteacher liaises with the governors and senior leaders, as needed, regarding any issues as appropriate.

### **5. 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 suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above 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 homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics.

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

## **6. 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, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Where applicable, this is included within the school risk assessment. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen July 2026 to be our deadline for this

Objective:	Aim:	Action:	Target group(s):	Link to public sector equality duty	Protected Characteristic	Milestone/ Progress:
To reduce persistent absence and improve punctuality through targeted support.	To improve attendance and engagement of SEND and disadvantaged pupils	Strengthen pastoral systems, implement tailored strategies, develop attendance support role	SEND and disadvantage pupils	Advance equality of opportunity	Disability/ SEND	Attendance data shows improved trends for key pupils
To reduce gaps in attainment and progress for pupils with protected characteristics (such as SEND, EAL, PP).	To help ensure that through monitoring, these vulnerable groups are making progress.	Analyse assessment data by group, identify under performing groups and set targeted intervention plans, use evidence-based intervention such as phonics catch up, review progress at least 3 x a year and adjust support.	SEND and disadvantage groups	Advance equality of opportunity	Disability/SEND	Data reflects gaps closing between pupils with protected characteristics. Monitoring of data completed and next steps actioned.
Ensure all stakeholders understand and demonstrate school values	Strengthen inclusive ethos and values across school community	Review and relaunch ethos, CPD for staff, assemblies, stakeholder consultation	Whole school community	Promote positive attitudes to difference	All	Values embedded in practice and visible in school environment
To promote an inclusive curriculum by ensuring that teaching reflects and values diversity.	Increase staff and pupil understanding of diversity and representation in curriculum	Diversity training, curriculum audit, plan lessons that challenge stereotypes and promote equality especially GRT,	All staff and pupils	Fostering good relationships	Race, religion, belief, sexual orientation	Curriculum reflects diversity, staff feedback shows increased confidence

		EAL etc., invest in diverse resources including authors and significant historical figures.				
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## 9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

School-specific equality objectives will be reviewed by the headteacher at least every 4 years.

This document will be reviewed by the SENCO and the headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by governing board and the headteacher.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special Educational Needs and Disabilities (SEND) policy
- Special Educational Needs and Disabilities (SEND) Information Report for Parents
- Behaviour Policy
- School Improvement Plan