



Hopton Primary School Equality Policy

Equality Information and Objectives Policy

Contents

1. Aims
2. Legislation and guidance
3. Roles and responsibilities
4. Eliminating discrimination
5. Advancing equality of opportunity
6. Fostering good relations
7. Equality considerations in decision-making
8. Equality objectives
9. Monitoring arrangements
10. Links with other policies

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, such as our Golden Principles: honesty, effort 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



Hopton Primary School Equality Policy

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 equality link governor is Faye Kellett, school representative. They will:

- Meet with the designated member of staff for equality every, and other relevant staff members, to discuss any issues and how these are being addressed

- Ensure they're familiar with all relevant legislation and the contents of this document

- Attend appropriate equality and diversity training

- Report back to the full governing board regarding any issues

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

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 biannually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these 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 (e.g. pupils with disabilities, or gay pupils who are being



Hopton Primary School Equality Policy

subjected to homophobic bullying)

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

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.

Working with our local community. This includes inviting local community members 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

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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



Hopton Primary School Equality Policy

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. 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 February 2030 to be our deadline for this.

➤ Objective 1

Celebrate and promote diversity within the school and local community through a range of school activities, including assemblies, classroom learning and multicultural events.

Why we have chosen this objective:

Hopton is an increasingly diverse school community, and it is important that pupils develop an understanding of, and respect for, different cultures, backgrounds and beliefs. Celebrating diversity helps to foster positive relationships, challenge stereotypes and prepare pupils for life in modern Britain.

To achieve this objective, we plan to:

Deliver assemblies that celebrate different cultures, faiths and traditions

Ensure curriculum planning reflects diversity across subjects

Organise and promote multicultural events involving pupils, families and the wider community

Gather pupil and parent feedback to inform future planning

Progress we are making towards this objective:

A range of diversity-focused assemblies and curriculum units have been delivered

Multicultural themes are evident in curriculum planning and classroom displays

Participation in school-led events has increased

Pupil and parent feedback indicates increased awareness and appreciation of diversity

Evidence: assembly records, curriculum audits, event participation data, survey feedback

➤ Objective 2

Maintain a strong focus on ensuring that pupils on the SEND register have opportunities to access a wide curriculum which promotes personal development.

Why we have chosen this objective:

Pupils with SEND may face additional barriers to learning and wellbeing. The school is committed to removing these barriers and ensuring that pupils with additional needs are supported to make progress academically, socially and emotionally.

To achieve this objective, we plan to:

Monitor the progress of pupils on the SEND register termly



Hopton Primary School Equality Policy

Use a graduated approach to identify needs and plan targeted interventions
Provide appropriate training and support for staff
Work closely with parents, carers and external professionals

Progress we are making towards this objective:
Termly data shows improved progress for pupils on the SEND register
Targeted interventions are in place and reviewed regularly
Staff confidence in supporting SEND pupils has increased
Parent feedback reflects positive engagement and support

Evidence: progress data, SEND reviews, intervention records, CPD logs, parent feedback

➤ Objective 3

Continue to promote equality and foster an inclusive culture by proactively identifying and addressing the needs of individuals and groups, ensuring that all pupils are treated fairly and have equal access to opportunities.

Why we have chosen this objective:

Promoting equality and inclusion is central to the school's ethos and legal duties under the Equality Act 2010. Proactively identifying barriers ensures that no pupil is disadvantaged and that equality of opportunity is embedded across all aspects of school life.

To achieve this objective, we plan to:

Monitor attendance, behaviour and attainment data by pupil group
Make reasonable adjustments to support individual needs
Provide staff training on equality and inclusion
Review policies and practices regularly to ensure compliance

Progress we are making towards this objective:

Data analysis shows improved outcomes for identified pupil groups
Reasonable adjustments are routinely implemented and reviewed
Staff training has strengthened inclusive practice
Monitoring indicates consistent application of equality principles

Evidence: data reports, policy reviews, training records, inclusion audits

9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year.
School-specific equality objectives will be reviewed by governing board at least every 4 years.
This document will be reviewed by the governing body annually, to ensure continued compliance with the PSED.
This document will be approved by the governing body.

10. Links with other policies

This document links to the following policies:



Hopton Primary School Equality Policy

Accessibility plan
Risk assessment
SEN information report
SEND policy