



Equality Policy

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| Committee Responsible | Full Governing Body |
| Member of School Staff Responsible | Zoe Loosemore and Charlotte Hartley |
| Review Frequency | Every 4 years |
| This Version Dated | Jan 2026 |
| Next update | Jan 2030 |

Reference: Single Equality Act 2010, Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975

Introduction

At Hiltingbury Junior School, we are an inclusive community that places the wellbeing and progress of every child at the heart of everything we do. We are committed to ensuring that all members of our community are treated with dignity and respect and are recognised as being of equal worth.

We believe that the Equality Act 2010 provides a clear framework to support our commitment to valuing diversity, tackling discrimination, promoting equality of opportunity, and fostering positive relationships between people. Through this framework, we aim to address disadvantage and underachievement, ensuring that every individual is supported to reach their full potential.

As equality is a key priority for our school, it was chosen as one of Hiltingbury Junior School's five core community values. As part of this process, our pupils created their own definition of equality:

"Equality means that everybody is treated fairly, and that we embrace and celebrate our differences and diversity at Hiltingbury, in our community, and across the world."

Our Approach to Equality

Our approach to equality is based on the following seven key principles:

- 1. All learners are of equal value.**
We value every individual equally, regardless of disability, ethnicity, culture, socio-economic background, national origin or status, sex, gender identity, religion or belief, or sexual orientation.
- 2. We recognise, respect and celebrate difference.**
We understand that diversity is a strength. We take account of differences and strive to remove the barriers and disadvantages that people may face in relation to their background, disability, ethnicity, gender, religion or belief, and sexual orientation. Diversity is something to be respected, valued, and celebrated by all who learn, teach, and visit our school.
- 3. We foster positive attitudes and relationships.**
We actively promote mutual respect and understanding, and encourage positive relationships between individuals and groups from different backgrounds and communities.
- 4. We promote a shared sense of cohesion and belonging.**
We want all members of our school community to feel safe, valued, and respected, and to have a strong sense of belonging within both the school and the wider community. We aim to ensure that everyone is able to participate fully in school life.
- 5. We uphold equality in our employment practices.**
We are committed to fair and inclusive practices for all staff and potential employees. Our policies and procedures aim to support equality in recruitment, promotion, professional development, and all aspects of employment.
- 6. We have high expectations of all our pupils.**
We believe that every child can make good progress and achieve their full potential, regardless of their starting point or personal circumstances.

7. We work to raise standards for all, especially the most vulnerable.

We recognise that improving outcomes for our most vulnerable pupils benefits the whole school community. By supporting those who face the greatest challenges, we raise standards for everyone.



Hiltingbury Junior school's equality objectives 2026

- 1) To regularly monitor and analyse pupil achievement and progress by gender, EAL, economic background (PPG) and disability and act on patterns in the data that require additional support for pupils.
- 2) Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity e.g. increasing understanding between pupils from different faith communities.
- 3) Improve the attendance of pupils from particular groups.

Purpose of the Policy

The Equality Act 2010 was introduced to provide a legal framework to protect individuals from discrimination, harassment, and victimisation on the basis of specific characteristics, known as *protected characteristics*. In a school context, this means that we must not discriminate against pupils, staff, parents, or visitors, or treat them less favourably, because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation, or pregnancy and maternity.

Although *age* and *marriage and civil partnership* are also protected characteristics under the Act, these do not generally apply to pupils within the school context.

The Equality Act 2010 also places a duty on all public bodies, including schools, to comply with the **Public Sector Equality Duty (PSED)**. This consists of one *general duty* and two *specific duties*.

The Public Sector Equality Duty (General Duty)

Under the general duty, schools must have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation
- 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

The Specific Duties

To support the general duty, schools are required to:

- Publish information to demonstrate how they are complying with the Equality Duty
- Set and publish measurable equality objectives at least every four years

This policy explains how Hiltingbury Junior School meets these statutory responsibilities and reflects current national guidance. It outlines how we fulfil our duties under the Public Sector Equality Duty and provides clear guidance for staff, pupils, parents, and visitors on our approach to promoting equality, inclusion, and fairness.

What We Do to Eliminate Discrimination, Harassment, and Victimisation

We are committed to creating an inclusive environment where everyone is treated fairly, with dignity and respect. To achieve this, we:

- Take full account of equality issues in relation to admissions, exclusions, the curriculum, and the way we provide education for our pupils, including access to facilities and services.
- Recognise and fulfil our duty to make *reasonable adjustments* for disabled pupils, ensuring that they are not placed at a disadvantage compared to their non-disabled peers and that they can access the same opportunities to participate and succeed.
- Ensure that the Headteacher and leadership team give due regard to this policy so that no one is discriminated against in matters relating to employment, promotion, or access to training and professional development opportunities.

- Actively promote equality, diversity, and inclusion through our curriculum, assemblies, school ethos, and the creation of an environment that values and champions respect for all.
- Operate fair, transparent, and non-discriminatory admissions arrangements. We do not treat any pupil less favourably on the grounds of sex, race, disability, religion or belief, sexual orientation, gender reassignment, or pregnancy and maternity.

Behaviour, Exclusions, and Attendance

The school's Behaviour Policy (including Anti-Bullying) and Attendance Policy reflect our duties under the Equality Act 2010. We make reasonable, appropriate, and flexible adjustments for pupils with disabilities to ensure they are not placed at a disadvantage and are able to access education on an equal basis with their peers.

We closely monitor data relating to behaviour, exclusions, and attendance to identify any patterns of underrepresentation or disproportionate impact on particular groups. Where concerns are identified, we take prompt and appropriate action to address these and ensure fair and equitable outcomes for all pupils

What We Do to Promote Equality of Opportunity Between Different Groups

We are committed to ensuring that all pupils have equal access to opportunities and support to enable them to achieve their full potential. To do this, we:

- Develop a detailed understanding of our school community by collecting and analysing data to inform planning, set targets, and identify priorities for improvement. We take timely action to close any identified gaps, for example, where pupils are making slower progress in developing age-appropriate literacy or numeracy skills. We also ensure that pupils from all groups are appropriately challenged to reach higher levels of attainment.
- Work in partnership with parents and carers to identify and support pupils with disabilities through our admissions procedures and ongoing assessment processes.
- Collect, analyse, and use data relating to attendance, behaviour, and exclusions across different groups in order to identify patterns and take appropriate action.
- Use a wide range of teaching strategies and approaches to meet the diverse needs of all learners.
- Remain alert and proactive in challenging the use of negative or discriminatory language related to race, gender, disability, religion, belief, or sexuality.
- Ensure equality of access to a broad and balanced curriculum for all pupils, removing barriers to participation wherever necessary.
- Take full account of individual accessibility needs, putting appropriate risk assessments, reasonable adjustments, and individual plans in place where required.
- Take positive and proportionate action to address the particular disadvantages faced by specific groups of pupils who share protected characteristics. This may include targeted interventions or additional support, aligned with the school's published Equality Objectives.

Monitoring and Evaluation

To ensure that our actions are effective and that we remain accountable, we monitor our work in the following ways:

- Attainment and progress data, including that of vulnerable groups, is regularly reviewed at Governing Body level.
- Attendance data is scrutinised by governors, with particular attention paid to vulnerable and underrepresented groups.
- Data relating to behaviour and exclusions is reviewed by governors to identify any disproportionate impact on particular groups.
- We operate a rolling programme of policy review.
- The potential impact of new policies and practices on equality is considered before they are introduced.
- Minutes are kept of meetings where equality issues are discussed.
- Termly Pupil Voice meetings are conducted and analysed to ensure that children's views are heard and taken into account.

Listening to Our School Community

To ensure that our equality work reflects the needs of our whole school community, we:

- Review feedback from parent questionnaires, surveys, and parents' evenings.
- Collect and analyse feedback from staff through surveys, meetings, and training sessions.
- Review feedback from pupils through the School Council, Pupil Voice activities, and group discussions.
- Ensure that equality-related feedback and outcomes are shared and considered at Governing Body level.

Reviewing this policy

We review the information about equalities in the policy every four years and make adjustments as appropriate. Further amendments may occur with changes in legislation or as the need arises.

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for ensuring that this policy, and its associated procedures and action plans, are effectively implemented and monitored.

A designated committee of the Governing Body oversees the school's compliance with the Equality Duty, including its impact on standards, curriculum, admissions, exclusions, staffing, and the school environment. Equality objectives are reviewed and set by the school at least every four years, in line with statutory requirements.

The Headteacher

The Headteacher has overall responsibility for the implementation of this policy. This includes:

- Ensuring that all staff understand their responsibilities under the policy
- Providing appropriate training and guidance to staff
- Monitoring practice across the school
- Taking prompt and appropriate action in cases of unlawful discrimination, harassment, or victimisation
- Reporting incidents as required and ensuring they are recorded and addressed appropriately

Teaching and Support Staff

All teaching and support staff are expected to uphold and actively promote the principles of this policy. This includes:

- Promoting an inclusive and collaborative ethos within classrooms and across the school
- Challenging prejudice, discrimination, and stereotyping whenever they arise

- Responding to prejudice-related incidents in a fair, consistent, and professional manner
- Planning and delivering lessons that reflect the school's values, including the use of resources that promote positive and diverse representations of race, gender, disability, and family structures
- Maintaining high expectations for the achievement of all pupils, regardless of background or personal circumstances
- Supporting a wide range of learners through differentiated teaching, reasonable adjustments, and targeted support
- Keeping up to date with relevant equality legislation and guidance

Visitors

All visitors to the school, including parents and carers, are expected to support our commitment to equality, diversity, and inclusion and to comply with the expectations set out in this policy.

This policy will be published on the school website to ensure it is accessible to all members of the school community.

Equal Opportunities for Staff

We are committed to promoting equality of opportunity and eliminating discrimination in all aspects of employment and staffing.

This includes:

- Ensuring that all staff appointments and promotions are made on the basis of merit, ability, and in accordance with the law
- Striving, wherever possible, for our workforce to reflect the diversity of the local community
- Taking active steps to prevent discrimination, harassment, and victimisation in the workplace
- Respecting the religious beliefs and practices of staff, pupils, and parents, and making reasonable accommodations where appropriate
- Providing all staff, including support and administrative staff, with access to appropriate training and professional development opportunities

Publishing the Policy

Once approved by the Governing Body, this policy will be published on the school website. A paper copy will be held by the Headteacher, and an electronic version will be available on the school's shared drive for all staff.

Complaints

Any complaints arising from the operation of this policy will be handled in accordance with Hiltingbury Junior School's Complaints Procedure.