



Deaf Hill

Primary School

Equality information and objectives policy

2025-2026

Approved by Local Governors: March 2026

Date for Review: September 2026

Headteacher: Mr Paul Newton

Chair of Governors: Mrs Claire Smith

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 Ad Astra values of Support, Togetherness, Achieve, Respect and Success.

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](#).

This document also complies with our Ad Astra funding agreement and articles of association.

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 Governing Body will:

- 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

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

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 **September**.

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 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

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

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

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

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 September 2029 to be our deadline for this

Planned outcome	Planned Actions	Timescale	To be Actioned By	Monitored by
All staff aware of the Equality Information and Objectives Policy and the raised awareness of responsibilities	Regular safeguarding meetings Agenda item at team meetings Annual staff meeting to review the Equality Information and Objectives Policy	Ongoing	HT DHT	HT DHT
Pupils learn about British Values throughout the curriculum, including democracy, the rule of law and	Ensure that all staff adhere to the school’s behaviour policy to ensure that there is a consistency of approach, particularly linked to sanctions Ensure the school’s policy on British Values is shared with staff, parents and pupils.	Ongoing	HT DHT Teachers	HT DHT

<p>individual liberty.</p>	<p>Encourage children to understand the importance of laws and rules that govern the class, school or country are consistently reinforced through our behaviour policy and through school assemblies.</p> <p>Ensure that classes know how to use the School Council appropriately and that they are ambassadors for their class</p> <p>Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England through discussions in class, assemblies and School Council.</p> <p>Encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</p>			
<p>Pupils gain a greater awareness of mutual respect between women and men, girls and boys.</p>	<p>Promote equal possibilities for both boys and girls through the curriculum and have equal expectations of each gender in terms of progress and attainment within the curriculum.</p> <p>Broaden the horizons of both boys and girls through discussion of career prospects for all children without discriminating between boys or girls.</p>	<p>Ongoing</p>	<p>HT DHT Subject leaders</p>	<p>HT DHT Subject leaders</p>
<p>To identify trends in attainment and progress across the school of</p>	<p>Regular analysis of internal data</p> <p>Analyse end of year data to identify trends</p>	<p>Data entry points: October, January and June</p>	<p>HT DHT</p>	<p>HT DHT</p>

different groups of pupils.	Secure action planning to address and narrow gaps		Subject leaders Teachers	Subject leaders
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Monitoring arrangements

The **Headteacher** will update the equality information we publish, at least every year. School-specific equality objectives will be reviewed by the Headteacher and Governing Body at least every 4 years.

This document will be reviewed by **the Governing Body and Headteacher** annually, to ensure continued compliance with the RSE policy.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy
- Behaviour Policy