



## Pirton Hill Primary School Equality Policy (2025 – 2029)

Originated by: SLT  
Ratified by Governors: Spring 2025  
Review date: Spring 2029

### Overarching Values

#### Expect:

*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

#### Believe:

*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

#### Achieve:

*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

#### Enjoy:

*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

### 1. Aims

1.1 At Pirton Hill Primary School we aim to ensure that everyone is treated fairly and respectfully. We aim to make our school a safe and secure place for everyone and for no one to experience less favourable treatment or discrimination because of:

- Age, disability, gender reassignment
- Pregnancy and maternity
- Race, religion or belief, sex and sexual orientation
- Marriage and civil partnership

1.2 Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

1.3 To help us meet the general duty we have specific duties to:

- Publish in an accessible way, at least annually, information that demonstrates compliance with the general Equality Duty.
- Prepare and publish in an accessible way, at least every four years, one or more specific and measurable objectives which we think will help us meet the aims of the general Equality Duty.

## **2. Legislation and guidance**

2.1 This policy outlines how Pirton Hill Primary School meets its 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

## **3. Roles and responsibilities**

3.1 The governing body will:

- Seek to ensure that people from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for jobs at our school.
- Seek to ensure that children from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for places at our school or whilst they are pupils at our school.
- 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, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

3.2 The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff
- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.
- Ensure that when appointing staff due consideration is given to this policy, so that no one is discriminated against
- Monitor success in achieving the school's equality objectives and report back to governors

3.3 All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Section 8.3.

### 3.4 Class teachers will:

- Ensure that all pupils are treated fairly and with respect and not knowingly discriminate against any child
- Provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls
- Ensure that the language they use does not reinforce stereotypes or prejudice
- Implement this policy when designing schemes of work in their choice of topics to study, and in how they approach sensitive issues
- Challenge any incidents of prejudice or racism, record any incidents on the school behaviour system (CPOMs) and draw them to the immediate attention of the headteacher.

## 4. Eliminating discrimination

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

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

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

## 5. Advancing equality of opportunity

5.1 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to have access to a quiet space whilst other children are eating during Ramadan)
- 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 activities)

## 6. Fostering good relations

6.1 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.
- 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 that enable different groups of pupils within the school to work together. For example, all pupils are encouraged to participate in the school's activities, such as sports clubs.

## **7. Equality considerations in decision-making**

7.1 The school ensures it has due regard to equality considerations whenever significant decisions are made. 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

## **8. Monitoring arrangements**

8.1 The Headteacher will update the equality information we publish, at least every year.

8.2 This document will be reviewed and approved by the Governing Body at least every 4 years.

8.3 The governors will assess and monitor the impact of this policy by:

- Monitoring performance towards the equality objectives.
- Monitoring the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school.
- Monitoring the staff appointment process, so that no one applying for a post at this school is discriminated against.
- Requiring the headteacher to report to governors annually on the effectiveness of this policy.
- Taking into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity.
- Monitoring the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

### **8.4 Equality Objectives 2025-2029**

Objective 1: To regularly monitor pupil attainment data by protected characteristics to identify disparities and target support accordingly

*Why? This will identify patterns of underperformance for groups of pupils – as well as individual needs and contexts – and identify the required adaptations to the curriculum (intent) and provision (implementation) for attainment gaps to close.*

Objective 2: To implement planned aspiration-raising activities to inspire pupils from disadvantaged and underrepresented groups.

*Why? This will foster high aspirations in the pupils, helping them to see a range of possibilities for their future regardless of their background.*

Objective 3: To increase engagement with parents and carers of children from all protected characteristics by establishing a parent forum that meets termly, ensuring representation from diverse cultural, linguistic, and socioeconomic backgrounds, and addressing barriers such as language and access.

*Why? This will foster a stronger partnership between the school and families, ensuring all voices are heard and considered in school policies and activities, and promoting equality of opportunity.*