

# Hormead CE (VA) First & Nursery School



## Equality information and objectives policy

*"I have come that they may have life and have it to the full." John 10:10*

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Headteacher	Mrs Lynda Cowler
Chair of Governors	Mr Michael Johnson

***This policy has been written and adapted in accordance with our School Vision***

### ***School Vision***

A natural home for all children and adults to have the opportunity to flourish within the community, in a unique and happy school rooted in Christian values.

# 1. Aims

Our school is committed to promoting equality, valuing diversity and ensuring that every individual is treated with dignity and respect.

In line with the **Public Sector Equality Duty (PSED)** under the Equality Act 2010, we 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

Our approach to equality is rooted in our **Christian vision**:

*"I have come that they may have life and have it to the full"* (John 10:10).

Guided by this vision, we seek to create a community where all children and adults are enabled to flourish. We actively promote respect for difference and diversity through our core Christian values of **Love, Cooperation, Kindness, Honesty, Resilience, Aspiration and Courage**, recognising the inherent worth of every person as made in the image of God.

# 2. Legislation and Guidance

This policy meets the requirements of the following legislation:

- **The Equality Act 2010**, which introduced the Public Sector Equality Duty and protects individuals from discrimination
- **The Equality Act 2010 (Specific Duties) Regulations 2011**, which require schools to publish equality information and equality objectives

This policy is also informed by Department for Education guidance:  
*The Equality Act 2010 and schools.*

# 3. Roles and Responsibilities

**The Governing Body will:**

- Ensure that equality information and objectives are published and communicated to staff, pupils and parents
- Ensure that equality information is updated at least annually and that equality objectives are reviewed and updated at least every four years
- Delegate responsibility for the ongoing implementation and monitoring of equality objectives to the Headteacher

**The Equality Link Governor**

The Equality Link Governor is **Reverend James Sawyer**. He will:

- Meet termly with the designated member of staff for equality and other relevant staff to discuss equality matters and actions
- Ensure familiarity with relevant equality legislation and this policy
- Undertake appropriate equality and diversity training
- Report back to the full Governing Body

**The Headteacher will:**

- Promote understanding of equality objectives among staff and pupils
- Monitor progress towards achieving the objectives
- Report to governors on the effectiveness of equality provision

**All Staff**

All staff are expected to have regard to this policy and to contribute actively to achieving the equality objectives.

## **4. Eliminating Discrimination**

The school recognises its responsibilities under the Equality Act 2010 and is committed to complying fully with its non-discrimination provisions.

All school policies reflect the importance of avoiding discrimination, harassment and victimisation. Staff and governors are regularly reminded of their responsibilities under equality legislation, including through meetings and training, with discussions recorded where appropriate.

## **5. Advancing Equality of Opportunity**

In accordance with DfE guidance, the school advances equality of opportunity by:

- Removing or minimising disadvantages experienced by individuals due to protected characteristics (for example, pupils with SEND)
- Taking steps to meet the specific needs of individuals with protected characteristics (for example, recognising and celebrating festivals of faiths other than Christianity)
- Encouraging participation in all aspects of school life by all pupils (for example, ensuring all pupils can access a full range of sporting activities)

To support this, the school will:

- Analyse pupil data to identify strengths and areas for improvement for different groups
- Implement actions where inequalities are identified and publish relevant information
- Monitor and address issues such as bullying related to protected characteristics

## **6. Fostering Good Relations**

The school fosters good relations between individuals and groups by promoting understanding, respect and positive relationships.

This is achieved through:

- A curriculum that promotes tolerance and understanding of different religions, cultures and beliefs, including through RE, PSHE and wider curriculum areas
- Assemblies addressing equality, respect and current issues, with opportunities for pupil leadership and external speakers
- Strong links with the local community, including engagement with local faith leaders and community groups
- Encouraging pupil voice and participation through groups such as the school council
- Working in partnership with parents to promote understanding of diversity

These approaches reflect our Christian commitment to loving our neighbour and living well together in a diverse society.

## **7. Equality Considerations in Decision-Making**

The school ensures equality considerations are taken into account when making significant decisions.

For example, when planning trips and activities, the school considers:

- Religious observance and festivals
- Accessibility for pupils with disabilities
- Financial accessibility
- Availability of equivalent opportunities for all pupils

## **8. Equality Objectives**

Our equality objectives reflect our Christian vision of dignity, justice and flourishing for all, and guide our work in creating a fair and inclusive school community.

### **1. Inclusion and Belonging**

To take proactive steps to ensure all pupils, particularly those who may be marginalised (including pupils with SEND, disabilities or disadvantage), feel included, supported and able to participate fully in school life.

#### **Key actions include:**

- Enhanced transition arrangements for pupils with SEND, particularly in Reception and Year 4
- Structured peer support to promote social interaction and play
- Use of assemblies, PSHE lessons and school communications to reinforce inclusive values

### **2. Equity Between Pupil Groups**

To reduce inequalities between different pupil groups so that all pupils have equitable access to learning, opportunities and outcomes.

#### **Key actions include:**

- Targeted use of resources, including pupil premium funding
- Ongoing monitoring of provision and outcomes
- Ensuring inclusive access to external sporting events and competitions

### **3. Gender Equality and Challenging Stereotypes**

To promote gender equality and challenge stereotypes related to roles, careers, sport and participation in school life.

#### **Key actions include:**

- Curriculum, assemblies and PSHE activities that challenge stereotypes
- Displays and resources that reflect gender equality, particularly in Early Years
- Raising awareness of diverse career pathways for all pupils

### **4. Equality of Access in a Rural Context**

To ensure pupils have equal access to opportunities, facilities and resources despite rural challenges.

#### **Key actions include:**

- Supporting transport and enrichment costs through targeted funding
- Working with cluster schools to widen access to sport, music and specialist provision
- Ensuring access to digital resources and extended school opportunities

### **5. Promoting Understanding Through Contact and Experience**

To promote positive contact with people from a wide range of backgrounds, including differences in ethnicity, religion/belief, age, disability and culture.

#### **Key actions include:**

- Engagement with older people and disabled groups in the community
- Visits to and from people of different cultures, faiths and beliefs
- Visual celebration of languages, cultures and diversity in the school environment

### **6. Raising the Profile of Protected Characteristics**

To promote an age-appropriate understanding of diversity and protect the rights of all individuals, ensuring a safe, inclusive environment for everyone, including LGBTQ+ members

#### **Key actions include:**

- Daily story time featuring diverse characters, families and relationships
- Careful selection of images, texts and examples across the curriculum
- Teaching equality and family diversity through the Kapow PSHE programme

### **7. Fair and Inclusive Recruitment**

To ensure recruitment practices, including the recruitment of governors, promote equality of opportunity and are fair, transparent and inclusive.

### **8. Monitoring Achievement and Outcomes**

To monitor and analyse pupil achievement and progress by race, gender and special educational need or disability, and respond promptly to any identified inequalities.

**Key actions include:**

- Regular data analysis
- Timely intervention and targeted support

## **9. Monitoring Arrangements**

The **Curriculum Committee of the Governing Body** and the Headteacher will:

- Update published equality information at least annually
- Review this policy and equality objectives at least every four years

This policy will be approved by the **Full Governing Body**.

## **10. Links with Other Policies**

This policy should be read alongside:

- Accessibility Plan
- SEND Policy
- School Development Plan
- Behaviour Policy
- Anti-Bullying Policy