

"My command is this: Love one another as I have loved you."



HOUGHTON ON THE HILL CHURCH OF ENGLAND PRIMARY SCHOOL

Equality Information and Objectives

Date: September 2026

Review Date: Reviewed annually

Responsibility of: Chair of Governors and Headteacher

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1.Aims

Houghton on the Hill Primary 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

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 publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives daily to the headteacher

A member of the Governing body will:

- Meet with the headteacher annually 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with a member of the governing body to raise and discuss any issues

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

4. Eliminating discrimination

Houghton on the Hill Primary 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.

Staff receive training about their responsibilities under the Equalities act and reminded about the objectives set out in section 8 annually.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Houghton on the Hill Primary School aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a protected characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the needs of people who have a protected characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a protected 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:

- Analyse the data to determine strengths and areas for improvement and implement actions in response to this.
- Make evidence available identifying improvements for specific groups.
- Access information about any issues associated with protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Houghton on the Hill Primary 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 or classes 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

7. Equality considerations in decision-making

Houghton on the Hill Primary School ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- **Is financially accessible** to all families, including those eligible for pupil premium or experiencing financial hardship.
- **Is physically accessible** for pupils with disabilities or mobility needs, including transport, venue facilities, and activities.
- **Respects cultural and religious needs**, such as dietary requirements, prayer times, or avoiding trips on significant religious dates.
- **Is inclusive of all genders**, ensuring activities are not stereotyped or biased.
- **Supports pupils with SEND**, by providing appropriate staffing, sensory considerations, and tailored support.
- **Is age-appropriate and safe**, with risk assessments that consider the needs of vulnerable pupils

8. Equality objectives

Objective 1:

What will be developed/changed?

Our curriculum will celebrate and address the diverse nature of our school, locality, country and world. Protected characteristics will be promoted through our curriculum, where applicable. The content and delivery of the school calendar, including assemblies, will actively promote Equity, Diversity, Inclusion, including British Values, by embedding inclusive themes and ensuring representation throughout the year. Pupils and wider community will support this (see objective 2).

What are the incentives?

When pupils see their identities, cultures, and experiences reflected in the curriculum, they feel more connected and motivated to learn.

When pupils have a broader worldview, they have exposure to diverse perspectives which will foster empathy, critical thinking, and global awareness.

What action(s) will promote this change?

A clear understanding from staff of diversity and protected characteristics and how they may relate to the subjects they lead/teach.

Audit and purchase books to support this.

Overview of assemblies.

Equality policy written and updated with staff.

Objective 2:

What will be developed/changed?

Choices around trips and/or visitors to school will be carefully considered and will enhance the curriculum offer. Throughout a pupil's time at Houghton, they will have had a range of experiences. This will include visitors from the art and music sector, and from different faiths.

What are the incentives?

Visiting new places broadens students' horizons. They encounter different cultures, traditions, and perspectives, which fosters empathy and global citizenship.

Visitors from different backgrounds or professions can broaden pupils' horizons, challenge stereotypes, and promote inclusion.

What action(s) will promote this change?

Analysis of current trips and considerations around purpose, diversity and costings.

Use of websites and Diocese training to research new places.

Use of Dojo/newsletters to request for members of the community that can support subject specific/diversity/ protected characteristics input for classes and assemblies.

Objective 3:

What will be developed/changed?

To continually consider how well the school ensures equality of opportunities for all pupils particularly those with special educational needs and/or disabilities.

What are the incentives?

All needs are addressed so that children can flourish academically, socially and emotionally so that they can reach their full potential.

What action(s) will promote this change?

Timetable and overview of SEND provision which outlines interventions that will support all the individual needs of focus children. This will include when, how, who and what?

Regular meetings to meet with support staff and teachers to track progress and answer any concerns/questions and to ensure that the provision is addressing their needs and that pupils are not missing out on wider opportunities.

Build on the professional development from the PINS (Partnership for Inclusion and Neurodiversity) project to upskills school staff and strengthen partnerships between the school and parent/carers.

Objective 4:

What will be developed/changed?

To provide CPD to staff so that they have a good understanding of equality, equity, diversity and inclusion and its implication on a day-to-day basis. This will reduce or remove any inequalities particularly relating to protected characteristics.

What are the incentives?

Improved Practice: Better classroom relationships and inclusive teaching strategies.

Whole-School Impact: Contribution to a positive, inclusive school culture.

Staff Wellbeing: Enhanced sense of belonging and collaboration.

What action(s) will promote this change?

CPD relating to under resourced children to be shared more widely in school with teachers and support staff

National College Training

AHT to monitor groups of children as part of the Pupil premium strategy

Celebrate diversity through school events, displays, and assemblies to reinforce learning.

Monitor impact through staff feedback, pupil voice, and classroom observations.

To start a 'Welcome All committee' which encompasses equality and inclusivity (British Values, Anti-Bullying and Protected characteristics).

Objective 5:

What will be developed/changed?

To identify and address specific gaps in attainment between groups of children such as a boy/girl, PP/non PP, SEND/non SEND, EAL/non EAL.

What are the incentives?

Underperformance of groups of children can be evaluated and addressed to ensure that gaps are minimised and that the curriculum addresses the needs of all children. .

What action(s) will promote this change?

Use of Insight Assessment Platform and Pixa Assessments to identify gaps
Part of Core Group meetings and governor meetings to challenge reasons why this occurred- cohort specific or due to curriculum, for example.
Curriculum Leaders and teachers to evaluate ways in which this gap can be minimised e.g. change of timetable, pre-teaching focus.

9. Monitoring arrangements

The Chair of the governing body and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing body and headteacher at least every 4 years to ensure that the objectives are relevant.

This document will be approved by the full governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Special needs and disabilities policy