



**Henry
Hinde**
School

Equality and Diversity

March 2026 - 2030



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1. Definition of Terms

Equality – Ensuring everyone is treated fairly and given the same opportunities, regardless of protected characteristics such as “gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic” (from the document).

Protected Characteristics – The characteristics listed in the Equality Act 2010 that must not be used as a basis for discrimination.

Discrimination – Unfair treatment of a person because of a protected characteristic.

Inclusion – Making sure all pupils feel welcome, valued and able to participate fully in school life.

Equality Objectives – Specific, measurable goals that help the school meet its duties under the Equality Act.

2. Rationale and Statutory Requirements

This policy is based on the school’s legal duties under:

- The **Equality Act 2010**, including the Public Sector Equality Duty
- The **Equality Act 2010 (Specific Duties) Regulations 2011**
- **Department for Education guidance: The Equality Act 2010 and Schools**

The school must:

- “Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010”
- “Advance equality of opportunity”
- “Foster good relations” between people who share a protected characteristic and those who do not

These duties apply to all aspects of school life, including teaching, behaviour, recruitment, and the curriculum.

3. Scope

This policy refers to:

Parents/Carers	✓	Trustees	✓
Employees	✓	Volunteers	✓
Pupils/Students	✓	Visitors	
Governors	✓	Community	

It covers all school activities, including teaching and learning, behaviour, extracurricular provision, school trips, assemblies, recruitment, and community engagement.

4. Principles

The school is committed to:

- Treating everyone with dignity, respect and fairness
- Providing *“the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic”*
- Creating a safe, inclusive environment where diversity is valued
- Ensuring pupils understand equality, respect and tolerance
- Removing barriers that prevent pupils from achieving their potential
- Working with families and the wider community to promote equality
- Ensuring equality considerations inform all decision-making

5. Policy Statement

The school is committed to promoting equality, diversity and inclusion across all areas of school life. This commitment is enacted through the detailed expectations, responsibilities and procedures set out in **Section 7: Equality Information, Responsibilities and Objectives**.

The school will:

- Promote equality and inclusion through curriculum, worship, assemblies and wider school life
 - Ensure staff understand their responsibilities under the Equality Act
 - Provide training to support a diverse and evolving school community
 - Monitor pupil outcomes and participation to ensure fairness and equity
 - Maintain clear procedures for reporting and responding to discriminatory incidents
 - Publish equality information annually and review equality objectives every four years
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- Promote equality, inclusion and community cohesion across all areas of school life
 - Ensure staff and governors understand their responsibilities under the Equality Act
 - Provide training so staff can meet the needs of a diverse school community
 - Monitor pupil progress to ensure all groups achieve well
 - *“Record and deal with incidents of racism, bullying and other inappropriate behaviour”*
 - Ensure the curriculum reflects a diverse range of cultures, identities and experiences
 - Encourage pupils to take an active role in promoting equality through the School Council and pupil leadership
 - Maintain clear procedures for reporting and responding to discriminatory incidents
 - Publish equality information annually and review equality objectives every four years

6. Procedure

The school will not discriminate against, harass or victimise any pupil, prospective pupil or member of the school community because of:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Equality is promoted through the curriculum, collective worship, assemblies, school events, visits, visitors, newsletters and all communications.

Roles and Responsibilities

Governors will:

- Publish and review equality information and objectives
- Monitor the implementation and effectiveness of this policy
- Meet regularly with the equality lead
- Report annually to the full governing body

Senior Leadership Team will:

- Lead the school's equality work
- *"Promote knowledge and understanding of the equality objectives amongst staff and pupils"*
- Ensure equality is embedded in curriculum planning and the school improvement plan
- Monitor incidents and pupil outcomes
- Provide staff training

School Staff will:

- *"Act as positive role models in order to promote equality throughout the school community"*
- Challenge discriminatory behaviour or language
- Provide inclusive teaching and differentiated planning
- Monitor pupil progress and provide appropriate support
- Attend training and report concerns

Pupils will:

- *"Recognise that they have a role and responsibility to promote equality, inclusion and good community relations"*
- Challenge inappropriate behaviour
- Treat others with respect
- Participate in surveys, discussions and pupil leadership activities

Pupil Leaders will:

- Discuss equality issues
- Gather pupil views
- Review the effectiveness of the policy with staff and governors

Parents and Carers will:



- Support the school's commitment to equality
- Attend school events and consultations
- Participate in surveys

The curriculum:

- Promote equality, diversity and inclusion
- Include coverage of equalities issues and British values
- Provide positive representation of people from a wide range of backgrounds
- Include enrichment activities such as Anti-Bullying Week and community projects
- Offer additional provision for pupils with specific needs

Dealing with Prejudice:

The school does not tolerate prejudice-related incidents. Incidents are dealt with under the Behaviour Policy and Preventing Bullying Policy.

The school community is taught to be:

- Understanding of others
- Celebratory of cultural diversity
- Inclusive
- Aware of discriminatory behaviour

All alleged discriminatory incidents are recorded. Parents are informed where appropriate. Victims are supported, and perpetrators are educated as well as sanctioned.

7. Monitoring

The school will monitor:

The school will monitor:

- Pupil progress data for different groups
- Behaviour logs, including discriminatory incidents
- Participation in extracurricular activities
- Curriculum representation and staff confidence
- Feedback from pupils, parents and staff

Monitoring will take place:

- Termly through data reviews
- Annually through the equality information report
- Every four years through the review of equality objectives

An annual equality report will be presented to governors. Equality objectives will be reviewed every four years, as required by law.

8. Related Documents

This policy and procedures should be considered in relation to the guidance listed above and:

- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Curriculum Policy
- Assessment Policy
- Sex and Relationships Education Policy
- Home–School Agreement
- School Improvement Plan
- Equality Objectives (Appendix 1)

Appendix 1

Objective 1 - Increase attendance for PPG and SEND pupils so that it is closer to, or in line with, whole-school attendance.

Purpose: This objective supports the Equality Act 2010 duty to **advance equality of opportunity** by addressing attendance inequalities that disproportionately affect pupils with SEND and those eligible for the Pupil Premium Grant. Improving attendance ensures these pupils have equitable access to learning, enrichment and pastoral support, enabling them to thrive academically, socially and emotionally.

Success criteria

- A year-on-year increase in attendance for PPG and SEND pupils.
- Gap between PPG/SEND attendance and whole-school attendance reduces by at least 1.5% per year.
- Persistent absence for PPG and SEND pupils reduces and moves closer to national benchmarks.

Monitoring & review frequency

- Half-termly analysis of attendance data for PPG and SEND pupils by the Attendance Lead and SENDCo.
- Termly review of targeted interventions (e.g., attendance plans, pastoral support, early support referrals).
- Termly report to Governors, including trends, barriers and actions taken.
- Annual evaluation included in the school's published Equality Information.
- Four-year statutory review of the objective (2026–2030).

Objective 2 - Narrow the attainment gap between pupils with SEND/PP and their non-SEND/non-PP peers in Reading, Writing and Maths.

Purpose: This objective supports the Equality Act 2010 duty to **advance equality of opportunity** by addressing unequal outcomes for pupils with SEND and those eligible for the Pupil Premium Grant. Improving attainment ensures these pupils have equitable access to high-quality teaching, targeted intervention and the wider curriculum, enabling them to make strong progress from their starting points.

Success criteria

- Year-on-year increase in the percentage of SEND and PP pupils achieving age-related expectations in Reading, Writing and Maths.
- Progress measures for SEND and PP pupils show sustained improvement and move closer to whole-school averages.
- Gap between SEND/PP attainment and whole-school attainment reduces by at least 12% over the four-year period.
- High-quality targeted interventions are in place, tracked and evaluated for impact.
- Pupil and parent voice indicates improved confidence, support and access to learning.

Monitoring & review frequency

- Termly pupil progress meetings analysing attainment and progress for SEND and PP pupils.
- Termly SENCo and PP Lead review of intervention impact, provision mapping and resource allocation.
- Termly report to Governors
- Annual evaluation
- Four-year statutory review of the objective (2026–2030).

Objective 3 — Strengthen representation and diversity across the curriculum

Purpose: Supports part of the duty to foster good relations and reflect community needs.

Success criteria

- Curriculum maps show planned representation of diverse cultures, identities and experiences
- Teachers report increased confidence after staff CPD
- Pupil voice shows improved sense of belonging and understanding of difference
- Displays across school show a diverse range of people and contributions

Monitoring & review frequency

- Twice yearly: curriculum scrutiny
- Annual: staff governor and stakeholder feedback
- Four-year statutory review of the objective (2026–2030).

Objective 4 — Reduce behaviour incidents involving discriminatory language (racist, homophobic, ableist, sexist)

Purpose: Directly supports the duty to eliminate discrimination.

Success criteria / how it can be measured

- 20% reduction in discriminatory incidents (using behaviour logs)
- Staff training completed and evidenced
- Clear restorative outcomes recorded
- Parent/pupil surveys show improved perception of safety

Monitoring & review frequency

- Half-termly: behaviour log analysis
- Annual: report within equality information
- Four-year statutory review of the objective (2026–2030).

