Equalities Policy and Objectives

2026/2027

September 2026 - Version 4

Review date: September 2027

Honesty Respect Courage Kindness Positivity

"All Different, All Equal, All Achieving"

Version Control

Version	Date	Notes
1	October 2019	Original Policy
1.1	September 2020	Reviewed and updated
1.2	September 2021	Re-written and updated
1.3	January 2022	Reviewed and updated
1.3	March 2022	Ratified by Governors 14/03/2022
1.4	September 2022 November 2022	Reviewed and updated Approved at Governors meeting 14/11/22. Policy to be shared with all staff.
1.5	September 2023 November 2023	Reviewed and updated school context/ equalities information. Ratified by Full Governing Board 13/11/2023 and shared with all staff.
2	September 2024 November 2024	Reviewed and updated school context/ equalities information. Ratified at Full Governing Board 11/11/24 meeting and shared with all staff.
3	September 2025	Reviewed and updated school context/ equalities information. Ratified at Full Governing Board 10/11/25 meeting and shared with all staff.
4	September 2026	Reviewed and updated school context/ equalities information. Approved at Full Governing Board Admin 14/09/2026 meeting and shared with all staff.

Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more-able, gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination;
- advance equality of opportunity;
- foster good relations.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision);
- disability;

- race;
- sex (including issues of transgender);
- gender reassignment;
- maternity and pregnancy;
- religion and belief;
- sexual orientation;
- Marriage and Civil Partnership (for employees).

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual);
- Prepare and publish equality objectives which we will review on an annual basis;
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

- Admissions;
- Attendance;
- Teaching and Learning;
- Exclusions;
- Prejudice related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity;
- Foster positive attitudes and relationships, and a shared sense of belonging;
- Observe good equalities practice, including staff recruitment, retention and development;
- Aim to reduce and remove existing inequalities and barriers;
- Consult and involve widely;

- Strive to ensure that society will benefit.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

1. All learners are of equal value - We see all learners and potential learners, and their parents and carers, as of equal value:

We ensure every child is given an equality of opportunity to develop socially, to learn and enjoy community life. Therefore, we do everything possible to make reasonable adjustments to ensure this is every child's experience of our school.

2. We recognise and respect difference - Treating people equally, (as per number 1 above), does not necessarily mean treating them all the same. Our policies, procedures and activities do not discriminate but must nevertheless take account of differences of life-experience, outlook and background.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

4. We observe good equalities practice in staff recruitment, retention and employment - We ensure that policies and procedures benefit all employees and potential employees, e.g. recruitment / promotion, and in continuing professional development:

We value our staff for their ability and potential to help us make the best possible provision for the children in our school and we aim to recruit a workforce that is representative of all sections of the community, in order to provide a service that respects and responds to the diverse needs of our local community, as well as delivering the quality education to our pupils that is expected by the School, Governors and the parents.

5. We aim to reduce and remove inequalities and barriers that already exist - In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that already exist.

We put this into practice with our children and staff by:

- Using P.S.H.E (personal, social and health education) and SMSC (spiritual, moral, social and cultural) discussions and lessons to promote tolerance and friendship, and to promote understanding of a range of religions and cultures
- Regular reinforcement of our 5 school values – Kindness, Respect, Honesty, Courage and Positivity
- Conducting regular circle times in every class – which give children opportunities to discuss a range of issues in a safe environment
- Assemblies dealing with relevant issues
- Involvement with local communities
- Links with other schools which enable pupils to meet and exchange experiences with children from different backgrounds

6. We consult and involve widely - We engage with a range of groups and individuals to ensure that those who are affected by policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

7. Society as a whole should benefit - We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion.

8. We base our practices on sound evidence - the evidence we base our practices on are collated from the following sources:

- Pupils' personal development, welfare and well-being
- Staff development
- Researched teaching styles and strategies
- Working in partnership with parents / carers
- Working with the wider community
- Attainment data which shows how pupils with different characteristics are performing
- Pupils' progress, attainment and achievement

9. Objectives - we formulate specific and measurable objectives, based on the evidence we have collected (as per 8 above) and from the feedback and engagement which we have gained during consultation (as per 6 above).

The objectives which we identify take into account national and local priorities and issues as appropriate.

We use these objectives to inform and shape the School Improvement Plan, which drives the strategic focus of school in the forthcoming years and is reviewed annually or as required before this time.

Our Vision Statement

"All Different, All Equal, All Achieving"

Our mission for Park Hill Infant School is to provide a warm, caring and stimulating infant environment, which encourages values and celebrates diversity and individual excellence. We aim to make a difference to every child, regardless of any barriers to learning they might face. We want to instil a life-long love of learning in every member of the school community. We wish to equip all pupils with the skills necessary to become interesting, well rounded individuals, who in turn will make a difference to others in their lives.

Our 5 school values are respect, courage, kindness, honesty and positivity and are reinforced daily across the school. Children in Key Stage One attend a weekly celebration assembly which recognises those children who have made a particular effort to use the school values in their everyday life and learning.

We achieve our whole school vision by:

- Creating a happy, stimulating and vibrant learning environment, in which all learners' best efforts are valued;
- Recognising individual needs, and enabling all learners to achieve success, by providing an inclusive school community, which gives equality of opportunity to all;
- Helping children to develop lively and enquiring minds, the ability to question and make connections, to discuss rationally, and to apply their knowledge to learning tasks and physical skills;

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- Helping children to develop positive attitudes, respect for self and others, an understanding of the world in which we live, and an appreciation of diversity in race, religion, culture and beliefs;
- Developing an 'I Can' philosophy and environment in which learners are encouraged to take risks and be independent in their learning. We encourage children to be resilient and to develop a 'growth mindset' approach. We teach children that you can 'stretch your brain' and learn from mistakes. The key is to never give up!

Through our vision and values we develop a broad, balanced and culturally-inclusive curriculum that provides opportunities for pupils' spiritual, moral, social and cultural (SMSC) development.

Most of all, we want learning to be fun and for all children at our school to be the best that they can be!

Addressing Prejudice Related Incidents

Our school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and may seek support from the Local Authority Equality Team.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents.
Senior Leaders	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your

	responsibility to record, report and respond appropriately to prejudice related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of our Equality Policy, including our equality information and equality objectives.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of different religious beliefs and cultures and their contribution towards our school and community.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Monitor and Review

We will review this policy, equality information and objectives annually.

Signed: _____

Print name: _____

Date: _____

School Context / Equality Information for 2026/2027 (As at July 2026)

Our school comprised of 49% girls and 51% boys. The school offers a broad and fully inclusive curriculum for all young children.

A significant number of pupils, 80%, were exposed to more than one language in the family home with approximately 51% of pupils having a language other than English as their first language. 51 different languages were spoken at Park Hill Infants, the most common, with the exception of English, being Hindi and Urdu.

Our whole school attendance up until July 2026 was 95.2%. Our persistent absence figure up until July 2026 was 7%.

22% of pupils were eligible for Free School Meals with 22% of pupils eligible for PPG.

Our largest group comprised of Indian pupils at 37%. Our second largest group was White - British at 10%; the third largest group was Black - African at 9%.

The school had no looked after children (LAC). 70 pupils (26%) were on the SEND register.

We had 7 children with an Education, Health and Care plan in Key Stage 1, and 3 children with an Education, Health and Care plan in Reception.

Equality Objectives for 2026/2027

1. To ensure all groups of children, with a focus on disadvantaged, SEND and ethnic groups, make at least expected progress from their own starting points in order to work towards attaining the expected standard, at the end of the academic year. (Additional vulnerable groups within specific year groups can be found in our School Improvement Plan)
2. To continue to prepare children for a life in modern Britain by reinforcing the school's 'High Five Values' contributing to a cohesive, calm and supportive whole school community

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