

South Hill Primary School



Equality Policy 2026-2030

Equality Objectives (Reviewed annually)

Due for review: March 2030

South Hill Primary School
“Building Character, Learning Together”

1. Introduction

At South Hill Primary School, we celebrate diversity and are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We promote a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and can participate fully in school life. We believe that diversity is a strength which should be celebrated and respected by all of our school community.

- We aim to ensure that everyone has equal access and opportunity to develop their educational potential and their spiritual, moral, social and cultural potential.
- We will enable children and all staff to be actively involved in their own learning, leading to greater independence and confidence.
- We will create a learning environment which is stimulating, challenging and supportive.
- We will educate all members of our school so that everyone may contribute positively to any community.
- We believe that everyone should develop self-esteem and resilience and to know that everyone within our community is valued and respected. Any discrimination will be tackled robustly.
- We will achieve this by providing high quality teaching, which offers opportunities to promote our values especially through, our Personal, Social & Health Education curriculum (PSHE).

We aim to achieve this by:

- Respecting the human rights of all our pupils and educating them about equality.
- Creating an environment where respect means that all pupils can reach their full potential.
- Promoting gender equality by challenging stereotypes, achievement gaps and self-limiting aspirations.
- Taking account of differences (for example disability, gender, race, religion, sexual orientation, social context, and vulnerable child status) and helping to overcome any barriers to learning to promote achievement and fulfilment in all our pupils.
- Respecting the equal rights of our staff and other members of the community.
- Complying with relevant legislation and implementing school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.
- Implementing The South Hill Way, core values through the 4 Rs: **Reflect, Responsibility, Resilience and Respect.**

2. Aims

Our school aims to meet its obligations under the [Public Sector Equality Duty](#) (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the [Equality Act 2010](#)
- Ensure equal opportunity between people who share a protected characteristic and people who do not. [Protected Characteristics](#)
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We will do this by embracing our similarities and differences and recognising the rights of every child and member of our school community.

3. 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 the [Department for Education \(DfE\) guidance: The Equality Act 2010 and schools](#)

4. Protected characteristics

The Equality Act 2010 protects people from discrimination and harassment based on certain characteristics, known as the 'protected characteristics.'

Protected Characteristics

- age
- disability
- gender reassignment
- marriage or civil partnership (staff)
- pregnancy and maternity
- sexual orientation
- religion or belief
- race
- sex (gender)

In addition, we have decided to include the following characteristic:

- economically marginalized

5. Prohibited Conduct (acts which are unlawful):

- direct discrimination
- indirect discrimination
- harassment (emotional, physical and sexual)
- victimisation
- discrimination arising from disability

6. Roles and Responsibility

The governing body will:

- Ensure that the school complies with equality-related legislation
- Ensure that the equality plan objectives are reviewed annually
- Ensure that the policy and the plan are implemented by the headteacher
- Ensure the school promotes equality

The equality link governor will:

- Meet with the headteacher and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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:

- Ensure a culture exists which celebrates diversity, equality and achievement
- Implement the policy and its related procedures
- Monitor success in achieving the objectives and report back to governors
- Ensure a consistent approach to record keeping and monitoring of any incidents

All school staff will:

- Deal with bullying and discriminatory incidents and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Be models of equal opportunities through their words, behaviour and actions.

All pupils will:

- Treat others with respect and refrain from engaging in discriminatory behaviour or any behaviour that breaches this policy.

7. Breaches of the equality policy

Breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. We will consult and engage with the person affected (pupils, parents, staff) and obtain professional advice where appropriate.

More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff. Where safeguarding issues come to the attention of the school these will be dealt with according to our child protection procedures.

8. School Context

South Hill Primary School is a two-form entry community, mainstream primary school. The school does not have a Nursery setting but shares close links with the local feeder nursery and secondary school. The school is situated in a residential area in the town centre. The school is oversubscribed and the change in demographic of the intake has resulted in significant changes to cohort intakes. The school has seen increases in PP, EAL and SEN

9. School Characteristic breakdown (March 2026)

The school uses other characteristic breakdowns in school to support the equality objectives.

| Characteristic | Total | Breakdown |
|--|--|-----------------------------------|
| Gender Number of pupils | 418 | 188 girls 45% 230 boys 55% |
| Gender Number of staff | 66 | 59 females 89.4% 7 males 10.6% |
| Religion | <i>The school does not have a religious character. We celebrate and learn about a number of faiths through our curriculum.</i> | |
| Race | <i>We have a diverse ethnic community and breakdown the data more fully in school.</i> | BME 54.6% White British 45.4% |
| Disability SEND pupils | 75 | 21 girls 28% 54 boys 72% |
| Race Pupils who have English as an additional language | 192 45.9% | 96 girls 50% 96 boys 50% |

| | | |
|----------------------|----------|----------------|
| Disadvantaged | 99 23.7% | 42 girls 42.4% |
| Pupil Premium | | 57 boys 57.6% |

9. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-Bullying
- Child Protection
- Positive Behaviour
- SEND and Inclusion
- Safer Recruitment for staff
- Visions and Aims
- PSHE