Equality Policy

(including Equality Statement and Objectives)

(Adopted and localised from Hampshire Model Policy)

The Vyne Community School

Approved at:	FGB	Date: 20th October 2026
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Next review due by:	October 2027	

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Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as anThe Vyne Community School, including all governors and staff, abiding by this Equalities Policy. We believe that the promotion of equality, diversity, and inclusion is in the best interests of our staff, students, and the wider community, and that all forms of discrimination are unacceptable, whether or not they were intended.

It is the responsibility of the Governing Body and the Headteacher to ensure that the school and its staff adhere to this Equalities Policy.

Approval and Review

- This Policy is the responsibility of the Headteacher.
- This Policy was agreed by the Governors on: October 2026.
- This Policy is due for review by: October 2027.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

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

Principles and Commitment

Our Commitment

The Vyne Community School is committed to equal opportunity and values diversity. We will challenge prejudice and intolerance and seek to eliminate discrimination.

We comply with the Equality Act 2010 and the Public Sector Equality Duty (PSED). In line with these, we will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by law;
- 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; and
- We aim to create a culture that:
    - Respects and values differences;
    - Promotes dignity, equality, and diversity; and
    - Enables and encourages individuals to develop and achieve their full potential.

By understanding the effect of our policies and actions on different people, and how inclusive practices give everyone fair opportunities, we ensure that our services are efficient, effective, and equitable.

To fulfil our legal obligations, we are guided by a number of principles:

1. All pupils, families and staff are of equal value;
2. We recognise and respect difference;
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging;
4. We observe good equalities practice in relation to staff;
5. We aim to reduce and remove inequalities and barriers that already exist;
6. We consult and involve to ensure views are heard;
7. We aim to foster greater community cohesion;
8. We base our practices on sound evidence; and
9. We set ourselves specific and measurable equality objectives.

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix A to this policy statement and take into account both national, county and school level priorities.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in the actions to be carried out. The school will take every possible step to ensure individuals are treated fairly in employment and in their access to education. Measures include:

1. For students: implementation of policies on equal opportunities, including race and gender equality, SEND, behaviour, and anti-bullying;
2. For staff: implementation of policies on equal opportunities, recruitment and selection, pay, and anti-harassment;
3. Curriculum: ensuring PSHE, RSE, and other elements promote acceptance and not just tolerance, respect, and understanding of cultures, lifestyles, and beliefs;
4. Accessibility: employing specialist staff to support students with SEND or disabilities, and implementing the school's Disability Access Plan;
5. Monitoring: reviewing welfare, attainment, attendance, and behaviour data, with appropriate intervention and support where required;

6. Meeting needs: taking steps to meet the particular needs of students or staff who share a protected characteristic; and
7. Objectives: setting and monitoring measurable equality objectives which are published every four years, reviewed annually.

All incidents involving discrimination or prejudice will be dealt with promptly, in line with school policies. Legal advice may be sought where appropriate.

Data relating to protected characteristics will be collected and analysed e.g. admissions, attendance, attainment, exclusions, prejudice-related incidents. Published information will not identify individuals and will comply with data protection legislation.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately in line with our Anti Bullying Policy.

Roles and responsibilities

In line with statutory duties, the school will:

- Publish annual equality information demonstrating compliance with the Equality Duty;
- Publish at least once every four years specific, measurable equality objectives; and
- Maintain and publish an Accessibility Plan to increase participation of disabled students in the curriculum, improve the physical environment, and provide accessible information.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- Promote an inclusive and collaborative ethos in their practice;
- Deal with any prejudice-related incidents that may occur;
- Plan and deliver curricula and lessons; and
- Support pupils in their class who have additional needs.

Date approved by the Governing Body: September 2025

Date for policy review: September 2028

Appendix A - Equality Objectives

In line with the Equality Act 2010 and the Public Sector Equality Duty (PSED), The Vyne Community School prepares and publishes specific and measurable equality objectives at least once every four years and reviews progress annually.

The objectives below are the school's operational equality priorities for September 2026 to July 2027. They arise directly from the Annual Review of Equality Objectives 2025-26 and are intended to advance equality of opportunity, eliminate discrimination and foster good relations across the school community.

Objective 1: Disadvantaged Attendance

To reduce inequality in attendance for disadvantaged pupils, with particular focus on persistent absence and cohorts where the FSM6/non-FSM6 attendance gap is greatest.

Success measures:

- Reduce the whole-school FSM6/non-FSM6 attendance gap from the 2025-26 baseline of 7.51 percentage points to no more than 6.5 percentage points by July 2027.
- Reduce the proportion of FSM6 pupils who are persistently absent from the 2025-26 baseline of 40.0% to no more than 37% by July 2027.
- Where a year-group FSM6 attendance gap exceeds the national comparator, demonstrate improvement from the 2025-26 baseline.
- Evaluate targeted attendance interventions termly and demonstrate improved attendance for the majority of participating pupils.

Monitoring and evidence:

- Termly analysis of attendance and persistent absence by pupil group and year group, including comparison with available national data.
- Termly evaluation of targeted attendance interventions and their impact on participating pupils.
- Student voice with disadvantaged pupils to identify barriers to attendance.
- Progress reported to SLT and the Governing Body.

Objective 2: Equality of Participation in Student Leadership

To establish and use a systematic process for monitoring equality of participation in student leadership opportunities, identifying and addressing under-representation.

Success measures:

- by December 2026, establish a central register covering the principal student leadership opportunities, including School Council, prefects, CCF leadership, Eco

Leaders, sports leaders, Equality and Rights Advocates, pupil-led clubs and assembly leadership.
- Analyse participation by relevant pupil groups and establish a baseline by January 2027.
- Identify any materially under-represented groups and use pupil voice to investigate barriers to participation.
- Implement targeted action during the spring and summer terms where under-representation is identified.
- By July 2027, demonstrate that identified participation gaps have narrowed from the January baseline.

Monitoring and evidence:

- Central register of student leadership participation.
- Participation analysis by relevant pupil groups.
- Pupil voice with groups identified as under-represented.
- Termly review of actions taken and progress made, with an annual report to SLT and Governors.

Objective 3: Equality Knowledge, Attitudes and Behaviour

To demonstrate the impact of the revised PSHE curriculum on pupils' knowledge and understanding of equality, protected characteristics and British values, and use this evidence alongside behaviour data to improve attitudes and reduce prejudicial behaviour.

Success measures:

- Establish an autumn-term baseline measure of pupils' knowledge and understanding of equality, protected characteristics and British values.
- Repeat the measure by July 2027 and demonstrate improvement from baseline across the year groups assessed.
- Curriculum quality assurance demonstrates that planned equality and protected-characteristic content is being taught and understood.
- Student voice demonstrates increased confidence in recognising prejudice and discrimination and knowing how to challenge or report it.
- Analyse prejudice-related incidents termly by type and year group, with a specific focus on racist and other prejudicial language, and demonstrate improvement in identified areas of concern.

Monitoring and evidence:

- Baseline and follow-up PSHE assessment data.
- PSHE curriculum quality assurance and work scrutiny.
- Structured student voice.
- Termly analysis of prejudice-related incidents and anti-bullying data.
- Reporting of findings and actions to SLT and Governors.

Objective 4: Accessibility and Participation

To strengthen the systematic identification and removal of barriers to accessing learning, communication and the school environment for pupils and families with disabilities.

Success measures:

- Complete an accessibility audit during Autumn 2026 and maintain an action log throughout the year.
- Address, or have an agreed reasonable-adjustment plan for, all significant barriers identified through the audit, including the previously identified issue of hearing accessibility within the reception environment.
- Obtain structured accessibility feedback from pupils with identified physical or sensory needs at least twice during the year.
- Introduce a systematic mechanism for parent/carer accessibility feedback and report the findings annually.
- Include accessibility explicitly within SEND reporting to Governors, with progress against the Accessibility Plan reported at least twice during 2026-27.

Monitoring and evidence:

- Accessibility audit and action log.
- Review of individual SEND support plans, reasonable adjustments and specialist equipment.
- Structured pupil and parent/carer feedback.
- SENDCo reports to SLT and Governors, including progress against the Accessibility Plan.

Review and Publication

- Progress towards these objectives will be reviewed termly by the Senior Leadership Team.
- Progress will be monitored annually by the Governing Body.
- Progress and outcomes will be reported through the school's annual equality review.

Date of publication: September 2026

Date for annual review: July 2027

Appendix B - Equalities Statement 2026-27

The Vyne Community School Annual Equality Statement 2026-27

In accordance with the Equality Act 2010 and the Public Sector Equality Duty, The Vyne Community School publishes information to demonstrate how it has due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations.

The nine protected characteristics under the Equality Act are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Review of 2025-26

The school's Annual Review of Equality Objectives 2025-26 identified substantial progress across all four objectives, while also identifying the need for stronger and more systematic measurement of impact. The review found that:

- the disadvantaged attendance gap narrowed only marginally and persistent absence among disadvantaged pupils remains a priority;
- the school provides an extensive range of student leadership opportunities, but participation is not yet systematically analysed by pupil group;
- equality, diversity, protected characteristics and related issues are now explicitly and progressively embedded within the revised PSHE curriculum, but stronger baseline and follow-up evidence is required to demonstrate impact on pupils' knowledge and attitudes;
- prejudicial language, including racist incidents, requires continued monitoring and action; and
- strong accessibility provision is in place for individual pupils, with further development required in systematic parent/carer feedback, governor monitoring and identified environmental barriers.

How The Vyne Community School is meeting the Equality Duty

We continue to:

- monitor the performance, attendance, welfare and participation of pupils within relevant groups, including those who are disadvantaged and those with SEND;
- provide a PSHE and wider curriculum that promotes equality, respect and understanding and explicitly addresses protected characteristics, prejudice and discrimination;
- monitor bullying and prejudice-related incidents and use the findings to inform pastoral and curriculum action;
- provide a wide range of opportunities for student leadership and participation across school life;
- make reasonable adjustments and provide specialist support, equipment and environmental adaptations for pupils with disabilities; and

- review policies and practices to ensure that equality considerations inform decision-making for pupils, staff and the wider school community.

Equality Objectives 2026-27

The school's operational equality objectives for 2026-27 are:

- Disadvantaged Attendance - reduce inequality in attendance for disadvantaged pupils, with particular focus on persistent absence and cohorts where the FSM6/non-FSM6 attendance gap is greatest.
- Equality of Participation in Student Leadership - establish and use a systematic process for monitoring equality of participation in student leadership opportunities, identifying and addressing under-representation.
- Equality Knowledge, Attitudes and Behaviour - demonstrate the impact of the revised PSHE curriculum on pupils' knowledge and understanding of equality, protected characteristics and British values, and use this evidence alongside behaviour data to improve attitudes and reduce prejudicial behaviour.
- Accessibility and Participation - strengthen the systematic identification and removal of barriers to accessing learning, communication and the school environment for pupils and families with disabilities.

Detailed success measures and monitoring arrangements for each objective are set out in Appendix A.

Monitoring and Review

Progress against the objectives will be reviewed termly by the Senior Leadership Team and monitored annually by the Governing Body. The school will use quantitative data, curriculum quality assurance, pupil and parent/carer voice and other relevant evidence to evaluate impact. An annual review will inform any refinement of operational priorities, while the school's statutory equality objectives will continue to be published in accordance with the required cycle.

Date of publication: September 2026

Date for annual review: July 2027