



EQUALITY POLICY



MEETING OUR EQUALITY OBJECTIVES – 2025-2026

Our commitment to equality

Under the Equality Act 2010 and the Public Sector Equality Duty, schools are required to publish information annually demonstrating how they are meeting their equality duties and to publish equality objectives at least every four years. Little Heath School reviews its equality objectives regularly to ensure that they remain relevant to the needs of our school community. Our current Equality Objectives were renewed in Autumn 2025.

At Little Heath School, we value every student and are committed to the success, progress and wellbeing of every individual. Equality of opportunity is central to our values. We aim to ensure that every student is encouraged and supported to achieve their potential, both academically and in their personal development.

Our equality work is designed to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity; and
- foster good relations between people who share a protected characteristic and those who do not.

Our approach recognises that equality does not mean treating every student identically. We seek to understand and remove barriers so that all students can participate fully in school life and have equitable opportunities to succeed.

Our Equality Objectives

Objective One

To continue to promote a tolerant and inclusive school community where all feel welcomed and valued.

Objective Two

To raise awareness and understanding among staff and students of the nine protected characteristics and celebrate the diversity and positive contribution that individuals bring to our school community.

Objective Three

To continue to ensure that all students have equitable access to leadership opportunities within the school and are given opportunities to make a positive contribution to the life of the school.

Objective One: Inclusion, belonging and respect

What we wanted to achieve

We wanted to continue developing a school culture in which students and staff feel welcomed, respected and valued, and where difference is understood and celebrated. We also wanted to ensure that discriminatory, prejudicial or derogatory behaviour is challenged appropriately and that students understand their responsibility to treat others with dignity and respect, both in school and online.

What we did in 2025–2026

Throughout the academic year, we continued to reinforce expectations around respect, kindness, inclusion and positive relationships.

This included:

- A student-led Diversity Group, led by Sixth Form students, which planned and delivered a Celebration of Cultures Day in April 2026 and a Cultural Appreciation Evening.
- Assemblies linked to Black History Month and Pride Month.
- Continued opportunities for students to participate in the Islam Club and Christian Union.

- A dedicated prayer space available to members of all faiths.
- A Ramadan lunchtime space to support students observing Ramadan.
- An Iftar meal celebrated within school during Ramadan in March 2026.
- Assemblies recognising and supporting understanding of Ramadan and Christmas.
- Planning for the relaunch of Pride+ in September 2026.
- Careers workshops and opportunities that were open and accessible to all students.
- Teaching and learning through PSHE, assemblies, tutor time and relevant curriculum subjects, addressing equality, diversity, respectful relationships and challenging prejudice.
- Continued reinforcement of expectations around respectful behaviour and the appropriate response to discriminatory, prejudicial or derogatory language, in line with school behaviour and safeguarding procedures.

Impact and evidence

These activities provided students with opportunities to learn about different cultures, faiths, identities and experiences and to develop greater understanding and respect for others.

Importantly, equality and inclusion were not limited to individual events. They continued to be reinforced through the curriculum, pastoral provision, assemblies, student leadership and the wider ethos of the school.

The student-led Diversity Group provided students with an active role in shaping the school's approach to celebrating diversity and helped create opportunities for students to share and learn from different cultural experiences.

The provision of spaces and opportunities linked to faith and belief also supported students in practising their faith within the school community and contributed to an inclusive environment in which students' identities are respected.

Objective Two: Understanding protected characteristics

What we wanted to achieve

We wanted to increase staff and students' understanding of the nine protected characteristics under the Equality Act 2010, while developing a positive understanding of difference and the contribution that individuals make to our school community.

We aimed to ensure that students understand not only what the protected characteristics are, but also the importance of respect, dignity, equality and challenging prejudice.

What we did in 2025–2026

- Specific assemblies were delivered during Autumn 2025 and Spring 2026 focusing on the nine protected characteristics.
- Assemblies and wider pastoral work addressed how we treat one another both offline and online.
- PSHE, tutor time and relevant curriculum areas provided further opportunities to explore equality, diversity, respectful relationships and prejudice.
- The school continued to promote a culture based on kindness, respect, inclusion and understanding.
- Students were encouraged to recognise and challenge discriminatory or prejudicial language and behaviour.

Impact and evidence

The protected characteristics were addressed through a combination of assemblies, curriculum provision, pastoral work and the wider school ethos, helping to ensure that equality was a whole-school responsibility rather than an isolated area of provision.

Our approach sought to move beyond simply raising awareness of the protected characteristics towards developing students' understanding of respect, empathy and the positive value of difference.

Student-led activities, including the Diversity Group and cultural events, provided further opportunities for students to take an active role in promoting understanding and celebrating diversity within the school community.

Objective Three: Equality of opportunity and student leadership

What we wanted to achieve

We wanted to ensure that leadership and participation opportunities were accessible to students from different year groups, backgrounds and circumstances, and that leadership was not limited to a small group of students.

We also wanted students to have meaningful opportunities to influence school life, contribute to their community and support other students.

What we did in 2025–2026

The school continued to develop a broad range of opportunities for students to contribute to school life, including:

- A student-led Diversity Group.
- A student-led Christian Union.
- A representative School Council, which worked throughout the year on behalf of students and provided opportunities for student voice.
- The Student Voice Conference in March 2026, involving approximately 100 student delegates and providing opportunities for students to share their views and ideas.
- Continued development of the profile and visibility of the Senior Student Leadership Team across the school.
- An Eco Committee, providing students with opportunities to contribute to environmental initiatives.
- Sixth Form and Year 10 SMILE student mentors, with approximately 60 students involved in supporting younger students.

- Students taking an active role in supporting Year 6 transition events, helping prospective Year 7 students as they prepared to join the school.
 - Governors attending the Student Voice Conference to hear directly from students and understand their views and ideas.
 - A wide range of extracurricular activities, together with an extracurricular activities fair, providing students with opportunities to participate beyond the classroom.
 - Continued consideration of accessibility and reasonable adjustments to support students with SEND and other additional needs to access the curriculum, extracurricular activities, trips, leadership opportunities and wider aspects of school life.
- Impact and evidence

Our approach to student leadership has continued to broaden the ways in which students can contribute to the school community.

The involvement of approximately 100 students in the Student Voice Conference and approximately 60 students in the SMILE mentoring programme demonstrates the scale of opportunities available for students to take on responsibility and make a positive contribution to the experiences of others.

Students have also been able to contribute through a range of different routes, including formal leadership, student voice, mentoring, equality and diversity work, environmental initiatives, faith groups and transition support.

This breadth of opportunities supports our commitment to ensuring that leadership and participation are not confined to a single group of students and that students with different interests, strengths and experiences can contribute to the life of the school.

We have also continued to recognise the importance of removing barriers to participation. Appropriate support and reasonable adjustments have been provided where required to enable students with SEND and other additional needs to participate in school opportunities.

Challenging discrimination and promoting positive relationships

Across 2025–2026, the school continued to promote a culture in which students are expected to treat others with dignity, kindness and respect.

Where concerns relating to discriminatory, prejudicial or derogatory language or behaviour arose, these were addressed through the school's established behaviour, pastoral and safeguarding procedures. Students were supported to understand the impact of their behaviour and the importance of respecting difference.

Equality, respectful relationships and challenging prejudice were reinforced through assemblies, PSHE, tutor time, curriculum provision and day-to-day pastoral support.

Our impact across the three objectives

During 2025–2026, our equality work continued to develop across three interconnected areas:

Inclusion and belonging – creating opportunities for students to celebrate culture, faith, identity and difference and ensuring that students feel welcomed and valued.

Understanding and respect – developing students' knowledge of the protected characteristics and reinforcing the importance of kindness, dignity, empathy and respectful relationships.

Participation and leadership – providing a broad range of opportunities for students to have their voices heard, take responsibility and make a positive contribution to school life.

A particular strength of our work has been the increasing role of students themselves in promoting equality and inclusion, through the Diversity Group, School Council, Student Voice Conference, mentoring, environmental work, faith groups and wider student leadership.

Priorities for 2026–2027

Our equality work will continue to be an ongoing process of review and improvement. During 2026–2027, we will:

- Continue to strengthen student-led equality and diversity work.
- Relaunch Pride+ and provide further opportunities for students to contribute to an inclusive school community.
- Further develop students' understanding of the nine protected characteristics through PSHE, assemblies, tutor time and the wider curriculum.
- Increase opportunities for students with SEND and other students who may experience barriers to participation to access leadership and wider school opportunities.
- Continue to use student voice, survey information and other available evidence to identify areas where students may not feel equally included, represented or able to participate.
- Continue to monitor participation in student leadership, extracurricular activities and wider school opportunities to help identify and address barriers to involvement.
- Continue to challenge prejudice and discriminatory behaviour and promote a culture of kindness, respect, inclusion and belonging.

Looking ahead

Our Equality Objectives form part of our wider commitment to ensuring that every student at Little Heath School is able to participate, belong and achieve.

We recognise that equality is not achieved through individual events or initiatives alone. It is reflected in the everyday experiences of our students, the opportunities available to them, the way difference is respected and the extent to which every student feels that they have a valued place within our school community.

We will continue to listen to our students, staff and wider school community and use this feedback to inform our equality priorities and ongoing improvement