

# Equality and Inclusion Guidance

Carlisle & Hampton Hill Federation



*You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.*

*UNICEF Article 2 Convention on the Rights of the Child*

Statutory Policy:	Yes
Date of review:	December 2025
Date of last review:	December 2024
Staff member responsible:	Marc Lowery
Governor name & committee responsibility:	Casey Mouton (Inclusion Link Governor); Pay and Personnel Committee
This policy was ratified by Full Governing Body (if applicable):	
Date next due for review:	December 2026

## CIHHJF EQUALITY AND INCLUSION GUIDANCE

The Equality and Inclusion Policy sets out our requirements under the [Public Sector Equality Duty 2011](#) and our principles and key aims. This includes a review process, to ensure we regularly reflect upon and respond to our progress towards achieving these aims- in regard to the protected equality groups.

In compiling this equality guidance, we have:

- Identified evidence already within both schools and within our policies and practice.
- Examined how both schools engage with the protected groups and have identified where practice could be improved.

### Summary statement of effectiveness

The Carlisle and Hampton Hill Federation has adopted and puts into effect policies, including statutory policies, that address issues arising under the equality duty that might affect our children, staff and parent/carers, for example policies to ensure equality of access to effective teaching and learning, career development and access to the building and its facilities.

We monitor the performance and track the progress made by our children so that we are able to identify and address any issues arising that may be associated with a protected characteristic.

We seek to engender understanding and participation across protected groups both through our curriculum and our school community activities and events.

We seek feedback from our children, our parent/carers and the community to help us to ensure that we are addressing equality effectively.

We have set objectives to enhance our effectiveness and review these and our progress in conjunction with the Governing Body.

## Equality Objectives 2025/2026

AIMS	OBJECTIVES	WHO	REVIEW DATES	OUTCOMES
To eliminate discrimination, harassment and victimisation and other conduct prohibited by the Public Sector Equality Duty.	<ul style="list-style-type: none"> <li>• To monitor and record all reported incidents of discriminatory or similar behaviour that impact on our community.</li> <li>• To respond and communicate proactively and clearly in response to all reported incidents.</li> <li>• To inform and improve our practice- learning from the above.</li> <li>• To ensure opportunities of positive representation are enhanced through curriculum and wider opportunities</li> </ul>	HT Local authority racist incident reporting schedule SLT	termly	Rare incidents of discriminatory behaviour are identified, communicated and addressed as required - and this informs future (improved) practice.
To advance equality of opportunity between people who share a protected characteristic and those who do not.	<ul style="list-style-type: none"> <li>• To monitor the access to curricular and extra-curricular opportunities for those with a protected characteristic.</li> <li>• To put resourcing and training in place accordingly- to remove barriers to access and engagement.</li> <li>• To keep attainment under review and where achievement levels are low, seek to raise levels of progress through targeted intervention (e.g. PPG/SEN pupils)</li> </ul>	HT FGB SENCo EAL Co	termly	<p>The federation community is able to access curricular and extra-curricular opportunities and resources</p> <p>Tracking of pupil progress measures inform and direct teaching and other interventions in order to improve outcomes.</p> <p>Pupil Voice and monitoring is assessed through the lens of these groups so that voices are heard and change is impactful and appropriate</p>
To foster good relations between people who share a protected characteristic and those who do not.	<ul style="list-style-type: none"> <li>• To monitor and further develop our systems of communication to ensure access, engagement and positive response.</li> <li>• To invite those of protected characteristic to engage further with our school community.</li> <li>• To promote and celebrate positive role models and successes.</li> </ul>	HT FGB SENCo EAL Co	ongoing	<p>Positive relations and role models support and inform our curricular and extra-curricular delivery and support positive community awareness.</p> <p>Positive representation is shared through appropriate texts and learning experiences</p>