

HORNINGSHAM PRIMARY SCHOOL

Equalities Policy



Together We Learn

OUR MISSION STATEMENT

We are a successful, community school with a strong family feel. We nurture and inspire everyone in our community to be the best they can. With strong traditional values and high expectations, we ignite a passion for life-long learning and enable our children to be confident, aspirational and creative learners.

Single Equalities Policy

This behaviour policy is written in accordance with the school’s legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND.	Supporting Policies: <ul style="list-style-type: none">▪ Safeguarding and Child Protection Policy▪ Staff Behaviour Policy▪ Whistleblowing Policy▪ Online Safety Policy▪ Data Protection Policy▪ SEND Policy▪ Complaints Procedure▪ Managing Serial and Unreasonable Complaints	Policy approved by governors:	December 2025
		Policy published:	January 2026
		Next review:	November 2026

Legal Framework

We welcome our duties under the **Equality Act 2010** to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations across all characteristics, between different groups.

These duties apply in relation to the following **protected characteristics**:

- disability
- race/ethnicity
- sex
- gender reassignment
- religion or belief
- sexual orientation
- pregnancy and maternity
- and, in employment matters, age and marriage/civil partnership.

We also act in accordance with:

- The **Human Rights Act 1998**
- The **UN Convention on the Rights of the Child (UNCRC)**
- The **UN Convention on the Rights of Persons with Disabilities (UNCRPD)**

We recognise that promoting equality supports our wider duty to strengthen community cohesion.

Guiding Principles

Our policy is based on nine guiding principles:

Principle 1: *All learners are of equal value.*

We value all pupils, families and staff equally, whatever their background or personal characteristics.

Principle 2: *We recognise and respect difference.*

Treating everyone fairly does not always mean treating everyone the same. We take account of individuals' different needs, experiences and barriers.

Principle 3: *We foster positive attitudes and relationships.*

We promote mutual respect, good relations and an absence of prejudice or harassment across all differences.

Principle 4: We ensure equality in employment.

Our recruitment, retention and professional development practices support equality and inclusion for all staff and applicants.

Principle 5: We aim to remove existing inequalities and barriers.

We identify and address any disadvantages, discrimination or barriers that already exist in our school community.

Principle 6: We consult and involve widely.

We engage with pupils, parents, staff and community groups to ensure that our policy and practice reflect a wide range of perspectives.

Principle 7: Society as a whole should benefit.

Our work on equality contributes to social cohesion and participation, locally and nationally.

Principle 8: We base our work on evidence and information.

We use data and evidence to understand our school's context and monitor progress towards greater equality.

Principle 9: We set measurable objectives.

We publish equality information annually and set measurable equality objectives at least every four years.

Putting the Policy into Practice

Curriculum

Each curriculum area is reviewed regularly to ensure teaching and learning reflect our equality principles. We promote positive representation and challenge stereotypes across subjects.

Ethos and Organisation

Our equality principles are embedded in all school policies and practices, including:

- pupil progress and attainment
- personal development, behaviour and wellbeing
- admissions and attendance
- staff recruitment, retention and professional development
- partnerships with parents and carers
- community links and enrichment opportunities

Addressing Prejudice and Bullying

We are opposed to all forms of prejudice and discrimination, including:

- prejudice against people with disabilities or special educational needs
- racism, xenophobia and religious intolerance (including antisemitism and Islamophobia)
- sexism and gender stereotyping
- homophobia, biphobia and transphobia

Staff follow the guidance in the Staff Handbook for identifying, recording and addressing prejudice-related incidents. We monitor and report such incidents termly to the governing body (and to the Local Authority or Trust as appropriate).

Roles and Responsibilities

- **Governing Body:** Ensures compliance with the Equality Act and monitors implementation of this policy.
- **Equality Link Governor:** Holds a monitoring brief for equality matters.
- **Headteacher:** Implements the policy, ensures staff are aware of their responsibilities and receive appropriate training, and takes action in cases of discrimination.
- **Equality Lead / Senior Leader:** Oversees day-to-day implementation and monitoring.
- **All Staff:**
 - Promote an inclusive and respectful ethos.
 - Tackle prejudice and discrimination.
 - Deliver teaching that reflects equality and diversity principles.
 - Support pupils with English as an additional language.
 - Keep up to date with equality legislation and school policy.

Information and Communication

- This policy is available on the school website and on request in accessible formats (e.g. large print or translation).
- The school provides resources to support understanding of equality, diversity and inclusion among staff, pupils and families.

Religious Observance

We respect the religious beliefs and practices of all staff, pupils and parents, and accommodate reasonable requests related to religious observance.

Staff Development and Training

All staff receive equality and diversity training appropriate to their role, with opportunities for ongoing professional development.

Breaches of Policy

Any breaches of this policy are dealt with in line with the school's disciplinary and behaviour procedures.

Monitoring and Evaluation

We collect and analyse information about pupil achievement, attendance, behaviour and participation - broken down by relevant characteristics - to ensure that all groups are achieving and participating equally.

We publish annual equality information and review our equality objectives every four years, with progress reported to the Governing Body annually.