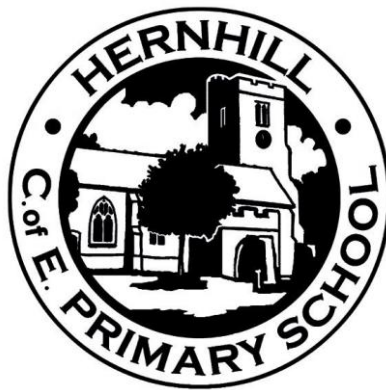


Hernhill Church of England Primary School



EQUALITY POLICY

Named Governor: Fiona Palmer

Named staff member: Lisa Tomlinson

Signed: Lucy Duff & Liz Wright, Co-chairs of Governors

Date: 16.09.26



*Our school community is rooted in
Jesus' promise of life in all its fullness;
where all are truly welcome.*

1. OVERVIEW

Underpinning our vision is the value of everyone in our school. In the first creation story in Genesis (Genesis 1:26,27), God lovingly creates human beings in his own image. Every life is of great value, and God loves all individuals. This speaks of the dignity and worth, not only of the children but the adults in our school and community as well. Our children and staff are valued as individuals and are encouraged to achieve well, making the most of their abilities, talents and skills. We want to fully develop and educate the whole child, preparing them for the future.

Jesus came to bring life in all its fullness and we seek to offer a full, rich and creative curriculum to enable children to reach their God given potential. Through high-quality inspiring teaching and wide-ranging opportunities both within and outside of the classroom, we aim to ignite our children's love of learning and help them to look beyond the school gates.

One of the four strands of the Church of England Vision for Education is dignity and respect. Part of this vision is to create a culture where children can grow to be content, living well in their own skin, and happy for others for the skin they're in. This happens best in a culture of love that accepts, forgives and keeps faith with children and young people as they explore questions of identity and selfhood. This is our vision as a fully inclusive school every child is revered and respected as a member of a community where all are known and loved by God.

At Hernhill CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Hernhill CE Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. LEGAL DUTIES

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

3. GOOD PRACTICE

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, eg homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

Unlike positive discrimination, which is in itself unlawful, positive action will be fostered in line with current best practice:

- Staff will continue to use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all genders, races, age groups etc.
- Role playing is seen as an essential means to address the issues raised in this area.
- Knowledge is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view.
- Job vacancies will be widely advertised to promote a diversity of candidates.

Practice around the school

- All children should have work displayed at some time during the school year
- Children with special educational needs must be given equal access to the curriculum
- All children have equal access to extra-curricular activities
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.
- All children should have equal opportunities to help with jobs and mixed groups should move PE equipment

- All children must have an opportunity to take books home to read
- Children should be involved in formulating class rules at some point in each academic year
- Parents and link governors have an opportunity to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed.

4. CURRICULUM PLANNING & DESIGN

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- To ensure that multi-cultural issues are not presented in a tokenistic way
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language e.g. only presenting images of Africa or India, as poor and rural
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. gender, ethnic or cultural background, disability)
- To be aware of the balance of gender roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area

5. STRATEGIES

- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that the teaching and learning takes account of this policy.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

6. OUTCOMES

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

7. EQUALITY OBJECTIVES

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives 2024-2026

- **To train staff on how to respond effectively to prejudice-related bullying**
- **To narrow the gap in attendance rates between different groups of children in the school**
- **To ensure our PSHE curriculum addresses, in an age-appropriate way, misogyny and toxic masculinity.**