



Halebanks Church of England Primary School

Equality Policy

Introduction

Schools can have a major influence on the attitudes of society and of those we educate. We are in a privileged position to bring about change for the good. We aim to give confidence and promote awareness of the valuable contributions of all members of our society. Within the philosophy of the school, it is recognised that all children are entitled to full access to the curriculum.

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and is treated fairly.

At the heart of Halebanks Church of England Primary School is a caring Christian family with one core purpose: 'Let your light shine. 'Matthew 5.16

We are committed to educating 'the whole person' through the four basic elements of **wisdom**, **hope**, **community** and **dignity**.

As a school, we aspire to:

- Enable learners to grow in the wisdom, creativity, knowledge and skills which provide the foundations for success in life;
- Offer a broad and rich curriculum which stimulates, inspires and builds confidence;
- Provide the hope, encouragement and courage to admit and learn from mistakes, overcome difficulties, and forgive and reconcile;
- Create a climate for learning that is rich in opportunities and high in aspirations;
- Work together to build relationships within and beyond the community, valuing and respecting the contributions of others;
- Contribute positively to the school and wider community through experiences, opportunities and celebrations which promote lifelong learning;
- Teach the value of uniqueness, self-worth and inherent individuality;
- Promote equality and an understanding, acceptance and celebration of diversity.

Legal framework

We welcome our duties under the [Equality Act 2010](#) to eliminate discrimination, advance equality of opportunity and foster good relations in

relation to any of the nine protected characteristics. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise these duties reflect international human rights standards as expressed in 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.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- prejudice
- gender, so that different needs and experiences are recognised
- religion, belief or faith background
- sexual identity
- race and ethnicity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, age, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, age, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- pupils of different ages

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We aim to consult and involve as much as is practically possible in our setting:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

Principle 8: We base our practices on sound evidence

We maintain and share quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Our environment reflects the school's commitment to a policy of equal opportunities for all. Displays reflect a positive image of the protected characteristics whenever possible.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge prejudice related behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- provide educational visits and extra-curricular activities that reflect the diversity in our society.

Staff have high expectations of all groups of pupils and a range of extra-curricular activities is on offer to cater for different needs and interests.

At Halebank Church of England Primary School, we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which all pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with all others respecting their differences;
- removing or minimising any barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils
- actively tackling discrimination and promoting equality and inclusion through our school rules, communication with parents and displays of work;
- making clear to our pupils what constitutes prejudice-related behaviour;
- identifying clear procedures for dealing quickly with incidents of prejudice-related behaviour;
- making pupils and staff confident to challenge prejudice related behaviour.

Ethos and organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching strategies

- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community.

Pupils and staff are encouraged to value each other and build up and maintain cooperative working relationships both within school and in the wider community, based on a mutual respect for each other.

Staffing: Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to all groups employed. The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process will be monitored to ensure that there is no bias based on the protected characteristics. No teaching and support staff posts are gender specific. All staff have equal access to in-service training and posts of responsibility.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

Incidents will be dealt with in a sensitive manner. The PSHCE curriculum will be used to help promote a positive image of all members of society, with particular reference to the protected characteristics (age, disability, gender, gender reassignment, race, pregnancy and maternity, religion or belief and sexuality orientation).

The school will follow the LA guidelines in dealing with prejudice-related incidents.

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the person who is the victim;
- if appropriate, reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the headteacher and Designated Safeguarding Lead/Deputy Designated Safeguarding Lead (DSL/DDSL) and inform them of any action taken

- inform the class teacher(s) of both the victim and the aggressor when the incident relates to a child in school
- record what happened on CPOMS
- inform both sets of parents, if appropriate

All prejudice related incidents will be reported to the Governing Board by the headteacher.

We take seriously our obligation to report regularly to the Local Authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures are implemented. The headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classrooms
- deal with any prejudice-related incidents that may occur
- plan and deliver lessons that reflect the principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development as required, both as individuals and as groups or teams.

Freedom of Expression and Speech

Freedom of thought, expression and speech are protected within the law. However, free speech is not an unqualified privilege, and we are obliged to ensure the safety and well-being of our pupils and staff, and the wider community.

- The protection of freedom of speech does not extend to allowing a visiting speaker to commit a criminal offence in the course of speaking;
- The school is subject to its statutory duty 'to have due regard to the need to prevent people from being drawn into terrorism';
- The school must give due regard to other legal responsibilities, such as those relating to preventing discrimination, harassment and victimisation and the health, safety and welfare of pupils, staff, parents/carers, visitors and external speakers and visitors.

Date: November 2025

Review: November 2026