As God's family, together we achieve

HODDLESDEN ST PAUL'S CE PRIMARY

Equality Policy

Policy title:	**Equality Policy**
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To eliminate discrimination, harassment and victimisation .. **Error! Bookmark not defined.**

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1. Aims

The objective of an Equality Policy is to help and support young people through their physical, emotional and moral development. A successful culture, will help young people learn to respect themselves and others as they develop.

This Equality document has been written to meet the requirements of school to carry out the Public Sector Equality Duty in accordance with the Equality Act 2010.

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic'.

2. School statement on equality.

Every person in our school community has been made in the image of God. Everyone is equal and we treat each other with dignity and respect. Our school family is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

3. 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 age (as appropriate), disability, gender reassignment, race, religion, sex and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that 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.

4. Guiding principles

Our approach to equality is based on the following key principles:

- To promote cultural development and understanding through a range of experiences both in and beyond school.
- To learn that equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.
- To raise levels of attainment and progress for all groups of children, ensuring our most vulnerable pupils are supported to reach their full potential.

5. Development of the policy

This policy has been developed with advice drawn from the Local Authority, Diocese, Staff and Governors of Hoddlesden St Paul's CE Primary School. The Church of England's document, Valuing All God's Children has provided the framework that this equality policy is formed on. This document has also been integral at ensuring consistency, care and compliance is achieved in our Anti-bullying, Behaviour, PSHE and RSE policies.

6. Links to other polices and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, school web site and newsletters.

7. Our actions

Objective 1: Narrow attainment gaps

Aim:
Reduce any gaps in attainment and progress between boys and girls, and between pupils with and without SEND.

Measure:

- Use end-of-year assessment data to monitor the difference in attainment.
- Target: *Reduce gender and SEND attainment gaps in reading, writing, and maths by at least 5% by July 2026.*

Objective 2: Promote positive attitudes and respect for diversity

Aim:
Ensure all pupils feel valued and included, regardless of background or identity (including disability, race, religion, or gender identity).

Measure:

- Annual pupil survey question: "I feel safe and respected at school."
- Target: *Maintain at least 95% positive responses by 2026.*
- Include termly worship/assemblies and PSHE sessions promoting inclusion and respect for difference.

Objective 3: Ensure accessibility for all

Aim:
Improve physical and curriculum access for pupils with disabilities.

Measure:

- Update Accessibility Plan annually.
- Implement reasonable adjustments identified through EHCP reviews.
- Target: *All areas of the curriculum accessible to pupils with physical, sensory, or learning needs by 2026.*

Objective 4: Promote workforce equality

Aim:
Ensure recruitment and professional development processes are fair, transparent and encourage diversity.

Measure:

- Review recruitment and retention data annually by gender, ethnicity, and disability.
- Target: *Zero instances of discrimination reported and 100% of shortlists meeting fair recruitment standards.*

Objective 5: Strengthen parent and community engagement

Aim:
Increase participation of parents from underrepresented groups in school events and governance.

Measure:

- Track attendance at parent events and volunteer participation.
- Target: *Year-on-year increase in engagement by parents from minority backgrounds by at least 10% by 2027.*

8. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy and our equality objectives are all available on our school website.

9. Roles and responsibilities

The role of governors:

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on protected characteristics.

- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sexual orientation, disability, gender, religion and belief.

The role of the head teacher:

- It is the head teacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching:

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

The role of Parents and Carers:

- Will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- Be respectful of the schools Equality plan.

- Contact the head teacher should an incident or unfair treatment occur towards people with protected characteristics.
- Support staff challenging any incidents of prejudice, racism or homophobia.

10. Staff development and training

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

11. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

12. Monitoring and evaluation

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.