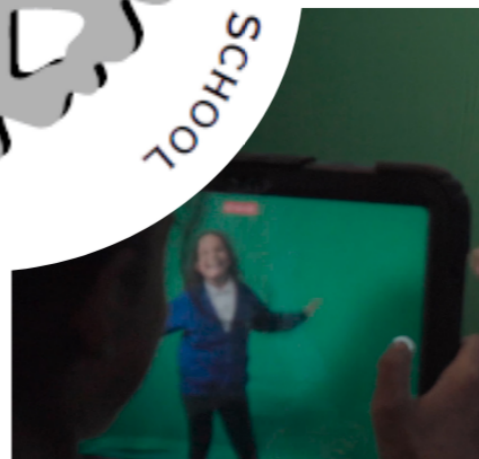


# Equality Policy

2025-2026



| Name                                                                                                                      | Job Title   | Written/adopted |
|---------------------------------------------------------------------------------------------------------------------------|-------------|-----------------|
| Mrs Sara Shepherd<br><a href="mailto:Sshepherd@hasbury.dudley.sch.uk">Sshepherd@hasbury.dudley.sch.uk</a><br>01384 818660 | Headteacher | September 2024  |

## School Vision

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school and the community. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury CofE Primary School to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be.

I have come that they may have life, and have it to the full (John 10:10)  
**'Living life in all its Fullness'**

## Introduction

St Margaret's at Hasbury focuses on the well-being and progress of every child. We are an inclusive school. Every child is unique and they are treated with equal worth. The Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement, 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.

## Our vision about Equality

St Margaret's at Hasbury seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We recognise that there are similarities and differences between individuals and groups but we strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices. Differences are celebrated and understanding and learning about others is promoted in order to support community cohesion.

## We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity – our school values are shared and aspirations and needs underpin our approach to equality.
- Valuing difference and diversity - we value differences and look for ways of celebrating and understanding them better,
- Social cohesion within our school and within our local community
- Personal and cultural identity - we will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

## **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010, which outlines how schools must have due regard to the need to protect people from discrimination, harassment and victimisation in employment or training and the provision of services on the basis of 'protected characteristics', as outlined in the general Public Sector Equality Duty (PSED).

Protected characteristics are:

- age,
- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity
- marriage or civil partnership

## **St Margarets:**

- complies with the requirements of the Equality Act 2010
- ensures that our policies and activities comply with the Equality Act and the PSED.
- carries out 'equality analysis' to look at how policies and activities impact on different protected characteristics.
- works closely with children and their families to ensure that reasonable adjustments are in place. Disability is defined in the Equality Act 2010 as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- complies with the Public Sector Equality Duty by preparing and publishing equality objectives. Published information is updated annually and our objectives are published at least once every four years.

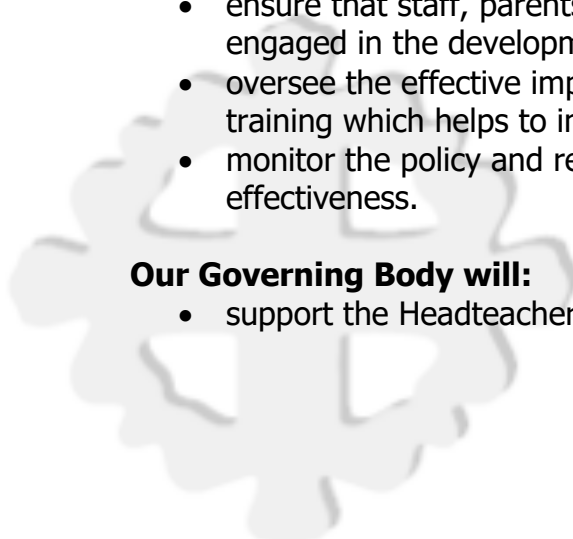
## **Roles and responsibilities**

### **Our Headteacher will:**

- ensure that staff, parents/carers, children, visitors and contractors are engaged in the development of and informed about the Equality Policy.
- oversee the effective implementation of the policy ensure staff have access to training which helps to implement the policy.
- monitor the policy and report to the Governing Body annually on its effectiveness.

### **Our Governing Body will:**

- support the Headteacher in implementing any actions necessary.



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- ensure the safety and well-being of staff and take seriously and act on incidents of harassment and discrimination recognising that they may be either victims or perpetrators.
- engage with parents and partner agencies about the policy.
- evaluate and review the policy annually.

## **Our children will:**

- understand how the policy relates to them, appropriate to age and ability and be educated on how to actively support it.
- be encouraged to actively support the policy

## **Our parents/carers will:**

- have access to the policy through a range of different media appropriate to their requirements.
- be encouraged to actively support the policy
- be informed of any incident related to this policy which could directly affect their child

## **Our school staff will:**

- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements
- be made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- promote an inclusive and collaborative ethos in their classroom.
- challenge prejudice and discrimination.
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- support different groups in their class through carefully planned teaching and learning opportunities, especially those who may (sometimes temporarily) find aspects of academic learning difficult

## **St Margaret's at Hasbury Equality Objectives 2024**

1. To regularly monitor and analyse pupil achievement and progress by race, gender, economic background (PPG) and disability and act on patterns in the data that require additional support for pupils
2. To regularly monitor and analyse attendance data and work with families to identify and overcome barriers to attendance.
3. Build a curriculum which reflects modern Britain and all of its diversity.

## **How do we foster good relations between different groups?**

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- Our vision and values promote a whole school ethos which challenges prejudice based discriminatory language, attitudes and behaviour.
- Our curriculum enhances the spiritual, moral, social and cultural development of our pupils and promotes British values.
- Children learn about diversity and the impact of stereotyping, prejudice and discrimination through RE, PSHE and across the curriculum.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We provide opportunities for pupils to listen to and empathise with differing opinions.
- We promote good relations between different racial, religious and cultural groups within the school and the wider community.
- We ensure that our inclusive vision is lived out daily
- We acknowledge the existence of racism and oppose all forms of prejudice and harassment.

## **What we do to eliminate discrimination, harassment and victimisation**

- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
- We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those

making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits prior to entry into EYFS
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school has an accessibility plan that is renewed every year or when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics.
- We are aware of the 'Reasonable Adjustment' duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- With 'respect' as one of our core values we actively promote equality and diversity through the curriculum and create an environment which ensures respect for all

## **Admissions**

Our admissions arrangements are fair and transparent, and we do not discriminate against children by treating them less favourably on the grounds of their sex, race, disability, religion or belief.

## **Behaviour, Exclusions and Attendance**

St Margarets closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns. We challenge all forms of prejudice and prejudice-based bullying, which go against our commitment to inclusion and equality including:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.
- We treat all bullying incidents equally seriously.

## **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

- We aim to eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, children and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Monitoring**

- Our attainment records, including attainment and progress of vulnerable groups, and CPOMs incident logs are monitored at a SLT and Governor level
- Attendance data is scrutinised by SLT and at Governor level, with specific regard to vulnerable groups
- Data regarding exclusions and behaviour is scrutinised at SLT and Governor level
- We have a rolling programme for reviewing school policies

## **Publishing the policy**

Once approved by the governing body, this policy will be published on the school website. A paper copy is held by the Headteacher and in the school office.

## **Complaints**

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints policy and procedures, which is available on the school website or through the school office.

Policy developed: September 2024

Policy review date: Sept 2026

