



St Herbert's RC Primary School

Equality Policy

Approved by Governors on: 06.07.22

Date to be reviewed: Summer 2026

Signed on behalf of the Governing Body: *P Devine* (Chair)

1. OVERVIEW

This policy is set within the context of the School Mission Statement:

“Strong in Faith, Hope and Love, for the Common Good”

and the School Ethos:

“By loving one another as God loves us, we can achieve spiritually and academically”

1.1 This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

1.2 The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

2. OBJECTIVES

2.1 To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

2.2 To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

2.3 To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

2.4 To recognise and celebrate diversity within our community whilst promoting community cohesion.

2.5 To ensure that this policy is applied to all we do.

2.6 To ensure that pupils and parents are fully involved in the provision made by the school.

2.7 To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

3. GOOD PRACTICE

3.1 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.

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

3.3 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.

3.4 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.

4. STRATEGIES

4.1 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.

4.2 Parents and governors will be involved and consulted about the provision being offered by the school.

4.3 Teachers will ensure that the teaching and learning takes account of this policy.

4.4 The diversity within our school and the wider community will be viewed positively by all.

4.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

4.6 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.

4.7 Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.

4.8 The positive achievements of all pupils will be celebrated and recognised.

5. OUTCOMES

5.1 This policy will play an important part in the educational development of individual pupils.

5.2 It will ensure that all pupils are treated equally and as favourably as others.

5.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

5.4 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.

6. EQUALITY OBJECTIVE

6.1 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.

6.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

6.3 We will regularly review the progress we are making to meet our equality objectives.

Equality objectives 2022 – 2026

- Continue to develop the external/internal areas of the building to improve accessibility (see accessibility plan) – new school entrance, pathways and car parking facilities.
- Develop resources to enhance provision eg: low level bookshelves in new school library, low level office counter for visitors and children.
- Continue to develop the school curriculum, including identifying opportunities in the curriculum to look at other cultures/countries, study famous people from other cultures and with a variety of abilities and to celebrate diversity.
- Continue to ensure that resources and displays reflect the diverse community we serve.
- Continue to use collective worship as an opportunity to celebrate festivals of a range of cultures and countries.
- Use events like World Cup, Olympics, Paralympics, WW1/Suffragettes centenary etc as an opportunity to explore other cultures.
- Continue to develop our use of technology to support varying needs eg: use of iPad for accessibility.
- Continue to raise awareness of our school community's diverse needs and abilities.

7. POLICY REVIEW

7.1 This policy will be reviewed every four years by the Governing Body, as part of its monitoring cycle. Next review due June 2026.

8. LINKED POLICIES

This policy and procedures should be read in conjunction with other related school policies, including:

Safeguarding Policy, SEND Policy, Accessibility Plan, Safer Recruitment Policy, School Visitor's Policy, Attendance Policies.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil, staff, governors, students, visitor details/records.	Name, SEND, Gender, Race, Medical records.	Recorded on entry to school/contract.	All members of the school community.	SIMs (school management information system) server – encrypted. Personnel files locked in HT office. On the entry sign server (encrypted)	Varying lengths of time dependent on safeguarding factors. (see IMRS toolkit guidelines).

As such, our assessment is that this policy:

Has few/No data compliance requirements	Has a moderate level of data compliance requirements	Has a high level of data compliance requirements
✓		

