

# Hope Hamilton C of E (VA) Primary School



## Equality Policy & Objectives

|                                    |          |                                      |                            |              |
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| <b>Policy Date:</b>                | 05.03.26 | <b>Version: 1.0</b>                  |                            |              |
| <b>Policy Review Date:</b>         | March 27 | Headteacher: Fiona Brooks            | Signature: <i>F Brooks</i> | Date: 5.3.26 |
| <b>Ratified by Governing Body:</b> |          |                                      |                            |              |
| Insert Name: S Wadsworth           |          | Insert Signature: <i>S Wadsworth</i> | Insert Date: 9.3.26        |              |

## **Legal Duties and Policy Background**

### ***Love one another, as I have loved you. (John 15:12)***

As a Church school with a deeply embedded Christian vision, 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 principle 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 only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do 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 child).
- Prepare and publish equality objectives

To do the above, we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above, however, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also welcome our duty 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. Examples of this work include assessing all trips and visits to ensure they are suitable for all our children including those with disability, including everyone in all activities as far as safety will allow, removing education and logistical

barriers to including all children, checking dates for trips or special events are compatible with religious expression and supporting children to develop well in modern Britain, within their own family culture and traditions.

In fulfilling our legal obligations and as part of the Christian vision of the school we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

### **Our Vision**

*'Love one another, as I have loved you'. John 15:12*

The Christian vision is at the core of everything we do in school. Children are taught that *'everyone is different and everyone is equal'* because we were all made in the image of God.

A strength of our school is the diversity of its community; we celebrate and nurture the different Christian faiths, other faiths and support children's spiritual and moral development regardless of race, religion or background. All aspects of school life are underpinned by the belief that God loves everyone as an individual so we should love and respect others and love ourselves as God loves us.

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. When incidents occur, we address them immediately and work to rehabilitate the perpetrator using speaking and listening and restorative practice to help them understand the impact of their behaviour.

### **Responsibility**

We believe that promoting equality is the whole school's responsibility:

| <b>School Community</b> | <b>Responsibilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Local Trust Committees  | Supporting the strategic direction of equalities work, challenging leaders to demonstrate the impact of the objectives, highlighting good practice. To role model the Christian vision of the school in their dealings with pupils, parents and staff.                                                                                                                                                                                                                                                                                                                                                |
| Head teacher            | Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that staff have appropriate skills to deliver equality, including pupil awareness and understanding of the Christian vision. Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents. Ensure follow up work is effective in reducing incidents in the future. To role model the Christian vision of the school in their dealings with pupils, parents and staff. |
| Leadership Team         | To support the Head as above<br>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. To role model the Christian vision of the school in their dealings with pupils, parents and staff.                                                                                                                                                                                                                                                                                          |

| <b>School Community</b> | <b>Responsibilities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Teaching Staff          | <p>Use your skills, experience, training and data wisdom to deliver the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p> <p>To role model the Christian vision of the school with pupils, parents and staff</p> |
| Non-Teaching Staff      | <p>Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated</p> <p>Support colleagues within the school community to achieve the equality objectives</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p> <p>To role model the Christian vision of the school with pupils, parents and staff</p>                                                        |
| Parents                 | <p>Take an active part in identifying barriers for the school community and in informing the school of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>                                                                                                            |
| Pupils                  | <p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>                                                                                                                                                                                                                      |
| Local Community Members | <p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>                                                                                                     |

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on our website and in school communications, as appropriate.

### **Equality Priorities**

#### **Previous Equality Objectives (2021-2025)**

| <b><u>Equality Development Priority</u></b>                                                                                                                                                                                 | <b><u>Annual Evaluation</u></b>                                                                                                                                                                                                                                     |
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| Continue to embed good practice in language development                                                                                                                                                                     | See PPG strategy and report                                                                                                                                                                                                                                         |
| Improve the impact of the Pupil Premium Strategy to improve attainment and progress, particularly for children with multiple barriers to learning, therefore reducing the gap between those in receipt of PPG and those not | See PPG strategy and report                                                                                                                                                                                                                                         |
| Continue to support children in receipt of PPG to improve the consistency of their attendance                                                                                                                               | See PPG strategy and report                                                                                                                                                                                                                                         |
| Effectively introduce restorative approaches to positively impact on children's behaviour and support the Christian vision of the school                                                                                    | Restorative practice is now an embedded part of our Behaviour Policy and day to day practice.                                                                                                                                                                       |
| To continue to develop staff and parental understanding of equality versus equity                                                                                                                                           | <p>This objective was generally met as demonstrated in our SIAMs report 2026 and various external visit reports that comment on the positive atmosphere and strong inclusive practices.</p> <p>Work continues with individual parents and children as required.</p> |
| To address areas of unconscious bias, especially in relation                                                                                                                                                                | Results for children in receipt of PPG and those with                                                                                                                                                                                                               |

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| to lower achieving children, especially those in receipt of PPG and those with English as an additional language | EAL continue to show strong trends, as illustrated in the IDSR and published data.                                                                                                                                   |
| To begin to provide all children with curriculum opportunities to develop talents as well as sports              | See Sports Premium report and music subject leader evaluations. Significant investment in whole class music opportunities is beginning to show positive impact although this is only the second year of a programme. |

We are currently working the following priorities:

| <b><u>Equality Development Priority</u></b>                                                                                                               | <b><u>How we plan to achieve this</u></b>                                                                                                                                                                                                   | <b><u>Annual Evaluation Notes</u></b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Achieve good progress for children with SEND from their starting points, especially those with specialist provision on their EHCPs or awaiting assessment | Learning plans on Insight<br>QA by the SENDCo<br>Secure plan, do, assess, review cycle<br>External and internal training and coaching                                                                                                       |                                       |
| Close the attendance gap between children in receipt of PPG and those who are not                                                                         | See PPG strategy                                                                                                                                                                                                                            |                                       |
| Reduce the amount of racially motivated behaviour incidents in school<br>(June 23 = 10<br>June 24 = 10<br>June 25 = 7)                                    | Specific teaching in age-appropriate ways at least once per term from KS1 onwards<br>Address racism through collective worship regularly<br>Additional data analysis to identify trends and patterns to address                             |                                       |
| Ensure equality of induction for all new starters that are not first-time admissions                                                                      | Implement the Induction Pathway fully following trial phase<br>Teachers write clear learning plans to address gaps in foundational learning<br>Leaders QA pathways and plans<br>Pupil voice captured annually to check equity of experience |                                       |

### **Complaints**

Complaints with regard to this policy will be dealt with via the Trust's complaints procedure, a copy of which is available from the school office or on the website.

### **Monitor and Review**

Every four years, we will review our objectives in relation to any changes in our school profile. Any relevant objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process. Evaluations in relation to use of the Pupil Premium Grant can be found in the Pupil Premium Report on the website. The equality policy and objectives will be published on our website.