

EQUALITY POLICY

HOLLINGBOURNE PRIMARY SCHOOL

Revised by Helen Bradley-Wyatt (Headteacher) January 2026

Reviewed and Approved by Governing Body:

Date of next review: January 2030

Link Governor: Lucy Fox



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1. Aims

Our school aims to promote respect for difference and diversity among all members of the school community in accordance with this policy and our school values. We will strive for fairness and equality of opportunity and recognise the benefits of diversity.

We also have obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- › Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- › Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- › [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- › [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

Everyone at school has a responsibility for diversity and for treating everyone with whom we interact, with respect, dignity and in a fair and inclusive way. The following roles will have specific responsibilities: -

Governing board

- › Ensure that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

Equality link governor – Sarah Howell

- › Meet with the designated member of staff for equality at least twice a year, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

Headteacher

- › Promote knowledge and understanding of the equality objectives among staff and pupils

- Monitor success in achieving the objectives and report back to governors
Identify any staff training needs, and deliver training as necessary

All Members of Staff

- Will have due regard to this document so that we can achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Equality Act 2010 protects people from harassment, discrimination and victimization on the basis on nine protected characteristics, including Age, Disability, Gender reassignment, Marriage and Civil partnership, Pregnancy and maternity, Race, Religion and belief; Sex (gender) and Sexual orientation.

The school will eliminate discrimination by:-

- Keeping up-to-date with its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Ensuring our school policies include reference to the importance of avoiding discrimination and other prohibited conduct
- Staff and governors are of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- Training new staff on the Equality Act as part of their induction, and all staff receive refresher training every September.
- Ensuring the school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. This is done by:

- Always considering the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
 - Cuts across any religious holidays
 - Is accessible to pupils with disabilities
 - Has equivalent facilities for boys and girls
- Keeping a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

We aim to provide the best education for all at Hollingbourne Primary School. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

Having referred to and analysed our equality information, we have set ourselves the following objectives:-

Objective 1 To ensure that the curriculum effectively supports the needs of all children, ensuring inclusive teaching.

Why we have chosen this objective: to ensure that no child is disadvantaged because of a protected characteristic

To achieve this objective we plan to: support teachers with quality first teaching; provide CPD to support inclusion. This is a focus in the SDP

Objective 2 To ensure consistency in high expectations for all pupils, including pupil groups who share a protected characteristic eg pupils with a special educational need.

Why we have chosen this objective: to ensure that no child's progress is limited because of a protected characteristic.

To achieve this objective we plan to: support teachers with quality first teaching. Provide teachers with CPD and support. This is a focus in the SDP.

Objective 3 To ensure that children in school value everyone's differences and strengths and regardless of people's protected characteristics.

Why we have chosen this objective: to ensure that all members of our school feel included and that everyone is treated with respect.

To achieve this objective we plan to: work directly with children through our PSHE curriculum; challenge stereotypes, continue to embed our school values and the British values. Ensure our behaviour policy is implemented consistently.

Objective 4 To ensure that all members of our school community feel represented and heard at Hollingbourne Primary.

Why we have chosen this objective: We want all members of our school community to feel included and respected.

To achieve this objective we plan to: Embed our PSHE curriculum, challenge stereotypes, engage children from different groups to share their voice eg through school council.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

- > Accessibility plan
- > SEND Policy

11. Protected Characteristics

Discrimination can be direct or indirect – which is why care must be taken when for example, making a change or in reviewing employment policy, practice or criteria used in the workplace.

The characteristics that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The Act also provides for protection against discrimination by association, which provides protection for people who are discriminated against because someone close to them falls under the definition of one of the protected characteristics.