

## HAGBOURNE C.E. PRIMARY SCHOOL



*'Be the best you can be'*

**CARE - COURAGE - RESPECT - RESPONSIBILITY**

### **EQUALITIES POLICY**

*Reviewed: March 2026*

#### **VISION**

In the parable of the Good Samaritan Jesus teaches us to 'Love your neighbour as you love yourself'. It is from this that we get our key Christian values of Care, Courage, Respect and Responsibility. These provide a nurturing environment where we encourage the children to 'Be the best that they can be'.

Following the example of the Good Samaritan we are an inclusive school, serving equally those of all faiths or none through the provision of an education of the highest quality within the context of Christian belief and practice.

At Hagbourne CE Primary School we nurture our children, within our Christian environment, to be caring, respectful, responsible individuals who have courage to take risks and make the right choices. We will ensure that at every level, in all our work and throughout all aspects of school life, everyone will be treated equally.

This Single Equality Policy summarises the school's approach in ensuring equality for all.

#### **AIMS**

Our school aims to meet its obligations under the public sector equality duty 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

#### **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](#).

#### **ROLES AND RESPONSIBILITIES**

The governing board will:

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

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **ELIMINATING DISCRIMINATION**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

### **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 which are connected to a particular characteristic they have (e.g. because of their sexual orientation, or pupils with disabilities) 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)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **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.
- We aim to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

### **EQUALITY CONSIDERATIONS IN DECISION-MAKING**

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers 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

## EQUALITY OBJECTIVES

Priority	Who?	Action required	Date	Success Criteria
Ensure support for pupils with SEND secures the best possible outcomes	SENco	<ul style="list-style-type: none"> <li>Identify needs early using a graduated approach (Assess–Plan–Do–Review).</li> <li>Develop and review Pupil Profiles or support plans with clear outcomes.</li> <li>Ensure Quality First Teaching is consistently effective in all classrooms.</li> <li>Provide reasonable adjustments (e.g., adapted resources, assistive technology, modified timetables).</li> <li>Engage external professionals where needed (e.g., Educational Psychologist, Speech and Language Therapist).</li> <li>Provide ongoing SEND training for all staff.</li> <li>Ensure accessibility plan covers curriculum, environment, and information access.</li> </ul>		<ul style="list-style-type: none"> <li>All pupils with SEND have clearly documented support plans.</li> <li>Pupil voice indicates they feel supported and included.</li> <li>Parents report satisfaction with support in surveys.</li> <li>SEND provision map is current and monitored termly by SLT/governors.</li> <li>No curriculum area is inaccessible without documented reasonable adjustment.</li> </ul>
Ensure that disadvantaged pupils attain consistently well	All staff	<ul style="list-style-type: none"> <li>Set ambitious but realistic individual targets.</li> <li>Track attainment termly using school assessment systems.</li> <li>Hold pupil progress meetings with a focus on children who are disadvantaged learners.</li> <li>Provide evidence-based interventions with entry/exit data.</li> <li>Monitor attendance and wellbeing as part of progress tracking.</li> <li>Deploy Teaching Assistants strategically, with clear impact measures.</li> <li>Benchmark progress against national expectations where appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Data shows disadvantaged pupils attain as well as their peers</li> <li>Interventions demonstrate measurable impact.</li> <li>Governors receive termly progress reports.</li> <li>Monitoring would show strong outcomes for disadvantaged pupils.</li> </ul>

## 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.

## LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility plan