



## Horsell C of E (voluntary aided) Junior School

At Horsell C of E Junior School we believe we are all 'made in the image of God'. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.

<b>SINGLE EQUALITIES POLICY</b>	
<b>Date adopted:</b>	<b>October 2020</b>
<b>Author/ Owner:</b>	<b>Duncan Stevenson</b>
<b>Approved by:</b>	<b>Anne Smith, Chair of Governors</b>
<b>Date approved:</b>	<b>May 2025 (latest review)</b>
<b>Due for review:</b>	<b>May 2026</b>

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

At Horsell Junior School we encourage each child's sense of individual worth – developing the child's capacity to live as an independent, self-motivated person in the realisation of his/her potential. Schools are required to meet significant 'positive statutory duties' in the area of equality. These duties require schools to promote equality of opportunity in everything that they do.

The "Public Sector Equality Duty" means that schools may not take a reactive approach to equality, but a proactive approach to equality must be adopted.

## 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

This means that in practice we will:

- take positive and proactive steps to identify areas of potential inequality before they have the chance to have an impact on people;
- make changes to ensure that any areas of potential inequality are eliminated.

## Legislation and Guidance

Overall, Equality Duties are not new to schools. The Duty to Promote Race Equality came into force in 2002. The Duty to Promote Disability Equality came into force in 2006 and The Gender Equality Duty in 2007. [The Equality Act 2010](#), introduced the public sector equality duty and protects people from discrimination. [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), requires 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](#). As of 1st April 2011, The Equality Act (2010) has required schools to meet a single Public Sector Equality Duty which encompasses 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

## Roles and responsibilities

Horsell Junior School has prepared this policy as a commitment to work towards equality in all areas within the school. The senior leadership team will consider all job applications fairly and the Local Advisory Committee monitor all recruitment and selection activities.

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 equality link governor is Mrs Georgie Gunning. She will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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

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

The Assistant Head with responsibility for SEND, Inclusion and Safeguarding is the designated lead for Equality and will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the Equality link governor every term and raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives.

# Eliminating Discrimination

## Definitions of Discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

**Direct Discrimination:** Direct Discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

**Indirect Discrimination:** In essence occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result.

Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)

Victimisation – treating a person less favourably because they have acted in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful. Harassment – unwanted conduct which violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

**Guidance on Discrimination:** The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. The school will not discriminate on any grounds against pupils, staff or parents. This will include race, disability, gender, sexual orientation and belief. The school will seek to apply all policies and procedures with a view to promoting the equality of all. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. From October 2020 all new staff will receive training on the Equality Act as part of their induction.

## 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. 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
- 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We believe that every person is 'made in the image of God'. We are committed to treat every person with equality of esteem, respect and dignity. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

We offer young people the experience of life in a community founded on our Christian values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

We have the duty to care for all and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged. Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in "inequality by default". We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

## 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. The range of literature used as a basis for our curriculum is monitored by our Reading Lead.
- Holding Collective Worship for dealing with relevant issues.
- 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 encourage integration of 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.

## Race Equality

Horsell Junior School aims specifically to:

- Protect individuals from any form of racial discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different ethnic groups.

### **Areas for Consideration:**

The school will endeavour to address racial discrimination in the following policy areas:

- Curriculum policies
- Policy for teaching and learning (including language and cultural needs)
- Assessment and Monitoring policies
- Behaviour policy
- PSHE policy
- Staffing policies
- Community policies

Through attention to all of these areas, the school intends to:

- meet all the pupils' needs, encouraging them to reach their full potential and raise educational standards
- create a positive, inclusive atmosphere, based on respect for people's differences, and show commitment to challenging and preventing racism and discrimination
- prepare pupils to be full citizens in today's multi-ethnic society
- make full use of the skills and knowledge of people from different racial groups

## Curriculum, Teaching & Assessment

Horsell Junior School is committed to ensuring that ethnic minority interests and issues, are built into all schemes of work throughout the curriculum, and that steps are taken to promote cultural diversity and challenge racism.

At Horsell Junior School, teachers and all the staff respond to pupils' diverse needs by creating effective learning environments, which take into account the cultural background of pupils and diversity in the wider community, as follows:

- The contributions of all pupils are valued
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate differences in others, whether arising from race, sex, ability or disability
- Pupils learn to take responsibility for their actions and behaviours
- All forms of bullying, including harassment, are challenged
  - Children are encouraged to concentrate and are motivated to learn through the use of:
    - ✓ a variety of teaching approaches
    - ✓ the use of a range of organisational approaches, including different groupings and settings : planning appropriately challenging work for those whose ability and understanding are in advance of their English language skills
    - ✓ planning activities and using materials which allow all children to succeed, through reflecting social and cultural diversity and providing positive images of race, gender and disability
    - ✓ using materials which are free from stereotyping and discrimination

## Gender Equality

At Horsell Junior School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students is monitored on the basis of gender and other relevant factors and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation that will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society. The legislation outlines both a General Duty and Specific Duties. Horsell Junior School is not bound by the Specific Duties.

### The General Duty

The General Duty requires that every public authority in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

## Disability Equality

Horsell C of E Junior School is committed to:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating unlawful discrimination
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

At Horsell Junior School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored through our SEN Register and we will use this data to ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Horsell Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

### Monitoring

The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

### Additional Implications for School

The role of a school as a service provider.

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

### Contact with Parents and Carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers, who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Off Site Visits School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private

hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers.

Venues chosen for off site visits must include an assessment for any disabled pupils or staff in the group.

### **Monitoring and reporting**

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Public Sector Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions. The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised. An annual report will be produced by the Senior Leadership Team which assesses the implementation of the action plan for effectiveness. This report will be circulated to the Headteacher and Governors, and the findings will be used to improve the future practice.

Objective	Why we have chosen this objective:	To achieve this objective we plan to:	Progress we are making towards this objective:	Review Date
To strengthen engagement with parents and carers from underrepresented or vulnerable groups.	Historically, parents from these groups have not engaged with the school to the same extent as other parents.	Host targeted community events and parent workshops at accessible times. <b>Targeted parent voice to ascertain barriers to involvement (questionnaires, meetings etc).</b>	Not started.	March 2026
To further promote attitudes towards diversity and difference.	The school is made up of a diverse group of students and staff. It is important that all children and staff feel represented and part of the Horsell family.	Celebrate an increasing number of diversity days, such as Black History Month and International Women’s Day.  Embed diversity into the wider curriculum.  To monitor instances of prejudice on CPOMS and ensure a consist zero tolerance approach across the school.	Diversity section of books in library  Different texts used in writing and reading lessons to reflect the society in which we live.  Instances of prejudice are reported to the governing body.	March 2026
To close attainment gaps between pupils from disadvantaged backgrounds and their peers.	Pupils from disadvantaged backgrounds do not attain as well as their peers in standardized assessments.	Use of pupil premium funding is carefully targeted and tracked by SLT to maximise impact Careful use of reading and numeracy interventions where	Attainment of groups is carefully tracked and the impact of interventions and school	March 2026

		appropriate, alongside support for emotional wellbeing.	wide initiatives is reported to the governing body.	
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## Single Equality Policy Objectives

### Monitoring arrangements

The Headteacher will update the equality information we publish at least every year, and this will be ratified by the Full Governing Body.

This Equality Objectives will be reviewed at least every 4 years.

This document will be approved by the Full Governing Body.

### Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Staff Code of Conduct
- Staff Handbook
- Curriculum Policy
- Teaching and Learning Policy
- SEND Policy