# Holymead Primary School
# Equality Policy and Evidence Document

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**Equality Policy**
**1. Rationale**

This Equality Policy sets out the school's commitment to promoting fairness, respect and inclusion for all members of the school community. As a UNICEF Rights Respecting School, we recognise every child's inherent rights as outlined in the UN Convention on the Rights of the Child (UNCRC). We believe that equality is not simply about avoiding discrimination; it is about creating a culture where everyone feels valued, safe and able to thrive.

Our school values of **kindness, courage, curiosity and community** underpin this policy.

- **Kindness** ensures that we treat each other with dignity and respect.
- **Courage** empowers us to challenge inequality and speak up when something is unfair.
- **Curiosity** drives us to learn about and celebrate diversity.
- **Community** reminds us that we all share responsibility for creating an inclusive environment.

This policy applies to pupils, staff, parents, carers, governors, volunteers and visitors.

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**2. Equal Opportunities for Staff, Pupils, Parents and Carers**

**2.1 Pupils**

We are committed to ensuring that all pupils:

- Have equal access to high-quality teaching, learning and enrichment opportunities.
- Are encouraged to participate fully in school life regardless of background or personal characteristics.
- Are supported to achieve their full potential through appropriate adjustments, interventions and pastoral care.
- Are protected from discrimination, harassment, victimisation or bullying.

**2.2 Staff**

We ensure that all staff:

- Have equal access to recruitment, training, development and promotion opportunities.
- Are treated fairly in relation to pay, conditions and professional expectations.
- Work in an environment free from discrimination, harassment or victimisation.
- Are supported to meet the diverse needs of pupils.

**2.3 Parents and Carers**

We aim to ensure that all parents and carers:

- Are welcomed, respected and valued as partners in their child's education.
- Have equal access to information, meetings and school events.

- Are supported to engage with the school through accessible communication and reasonable adjustments.
- Are treated fairly and without discrimination.

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**3. Equality and the Law**

This policy reflects the school's duties under the following legislation:

- **Equality Act 2010** – including the Public Sector Equality Duty (PSED) to:
    - Eliminate discrimination, harassment and victimisation.
    - Advance equality of opportunity.
    - Foster good relations between different groups.
- **Special Educational Needs and Disability (SEND) Code of Practice (2015)**.
- **Human Rights Act 1998**.
- **Children and Families Act 2014**.
- **UN Convention on the Rights of the Child (UNCRC)** – particularly Articles 2, 3, 12, 28 and 29.

The school will publish and review equality objectives at least every four years, as required by the PSED (Public Sector Equality Duty) Guidance for Schools.

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**4. Roles and Responsibilities**

**4.1 Governing Body**

The governing body will:

- Ensure the school complies with equality legislation.
- Monitor the implementation and impact of this policy.
- Review equality objectives and ensure they remain relevant and ambitious.

**4.2 Headteacher and Senior Leadership Team**

The Headteacher and SLT will:

- Promote a culture of equality, inclusion and respect.
- Ensure staff understand their responsibilities under this policy.
- Monitor pupil outcomes, behaviour and participation to identify and address inequalities.
- Ensure reasonable adjustments are made for pupils, staff and parents with disabilities.

**4.3 All Staff**

All staff are expected to:

- Model inclusive, respectful behaviour.

- Challenge discriminatory language, behaviour or practices.
- Adapt teaching and provision to meet the needs of all learners.
- Record and report incidents of discrimination or harassment.

**4.4 Pupils**

Pupils are encouraged to:

- Treat others with kindness and respect.
- Speak up if they witness unfairness or discrimination.
- Celebrate diversity and contribute to an inclusive school culture.

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**5. School Curriculum**

We are committed to delivering a curriculum that:

- Reflects the diversity of modern Britain and the wider world.
- Promotes understanding of equality, human rights and global citizenship.
- Encourages curiosity about different cultures, identities and perspectives.
- Challenges stereotypes and discriminatory attitudes.
- Ensures representation across subjects, resources and displays.
- Provides targeted support for pupils who face barriers to learning.

Curriculum planning will consider the needs of all learners, including those with SEND, EAL, disadvantaged pupils and those with protected characteristics.

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**6. Behaviour, Anti-Bullying and Safeguarding**

- Discriminatory bullying, harassment or victimisation will not be tolerated.
- Our school is committed to being an advocate for anti racism (see Appendix 1)
- All incidents will be recorded, investigated and addressed promptly.
- Staff will receive training on recognising and responding to discriminatory behaviour.
- Safeguarding procedures will take account of the additional vulnerabilities faced by some groups of pupils.

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**7. Accessibility and Reasonable Adjustments**

The school will:

- Make reasonable adjustments to ensure equal access to the curriculum, environment and information.
- Maintain and review an Accessibility Plan.

- Work closely with families and external agencies to support pupils with disabilities or additional needs.

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**8. Engagement and Consultation**

We will consult with:

- Pupils, including through the School Council and Rights Respecting Action Group.
- Parents and carers, including through surveys and meetings.
- Staff and governors.
- External partners where appropriate.

Feedback will inform the development of equality objectives and school improvement planning.

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**9. Monitoring and Evaluation**

The school will monitor:

- Pupil progress and attainment.
- Behaviour and exclusion data.
- Participation in clubs, trips and leadership roles.
- Staff recruitment, retention and professional development.
- Parent engagement and feedback.

Findings will be used to identify inequalities and inform targeted actions.

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**10. Policy Review**

This policy will be reviewed every two years, or sooner if required by changes in legislation or school context.

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| This Policy was issued for implementation on: | April 2026 |
| The policy will be reviewed: | April 2027 |
| Reviewed by Andrew Jones | February 2026 |
| This policy will be renewed: | February 2027 |

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## Appendix 1

**Anti-Racism Pledge**

At Holymead Primary School, we believe that every child has the right to feel safe, respected and valued. Our school values of Kindness, Courage, Curiosity and Community underpin our commitment to Anti-Racism and being an Anti-Racist school. We are committed to being proactive in supporting and promoting anti-racism and creating an environment where children learn to celebrate diversity, challenge unfairness and have the courage to stand up for what is right.
Through our school curriculum, assemblies and wider school life pupils learn:

- To recognise and respect people's culture, religion, language, and identity.
- Explore and understand what racism is, why it is wrong, how it can affect people, and how we can challenge racism.
- How to speak out against racism, discrimination and prejudice and how to offer support to others with kindness and respect.
- To explore representation through our curriculum coverage, diverse stories, voices and role models so that all children see themselves reflected in what their learning and experiences.

We work in partnership with parents and carers and with the wider community (including organisations such as SARI, Babbasa and Representation Matters) to build an inclusive community where everyone feels they belong.

## Evidence Document

### Appendix 2 Equality Action Plan

| Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Evidence indicators |
|---|---|---|---|---|
| MUST BE INCLUDED<br>Publish and promote the Equality Policy through the school website, newsletter, staff and governor meetings. | Check engagement from these posts, ensure there is one staff meeting a year to focus on issues surrounding plan. | Headteacher and Governors | Ongoing over the next three years | Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays etc. |
| Monitor and analyse pupil achievement by race, gender, SEND, physical disability and act on any trends or patterns in the data that require additional support for pupils. | Achievement data analysed by race, gender and SEND. | Assessment Leader | Ongoing, termly and annually | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups. |
| Improve opportunities for pupils to learn about & experience all aspects of inclusion. | Evidence of trips, events and visitors will be collected and questions will be built into pupil conferencing. | Curriculum Leader | Ongoing – evidence apparent termly | Curriculum activities include in HT Report to Governors (termly). |
| Increase the range of resources and books which are available and used in school with positive images of disability, race and gender. | Disability is an integral aspect of our pupils' learning and environment. | English Lead(s)<br>SENDCO<br>PSHE Lead<br>Teachers | Ongoing | Books in library and classrooms are more representative of our school community. |
| Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. | School curriculum<br>Assembly schedule<br>Newsletter highlights cultural festivals throughout the year<br>Whole school events e.g. Eid celebration 2026 | SLT<br>Teachers<br>RE Lead<br>PSHE Lead | Ongoing | Curriculum monitoring<br>Collective worship monitoring<br>Participation in events e.g. Christmas performances, Eid celebration. |
| MUST BE INCLUDED<br>Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body and safeguarding lead. | Headteacher<br>HT Report to governing body<br>Behaviour Lead | Headteacher<br>HT Report to governing body<br>Behaviour Lead | Termly/Ongoing | All staff are aware of and respond to racist incidents consistently. Reporting of incidents is scrutinized, monitored and interrogated by the Governing Body. |
| Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, other pupil groups (e.g. Equalities Team, Eco team,) class assemblies, fund raising etc. | Pupil groups representation monitored by race, gender, disability. Rights Action Group, Wellbeing Group, Play Leaders. | PSHE Lead<br>PE Lead | Annually | More diversity in membership of various pupil groups. |
| Introduce real experiences of different faiths e.g. through visitors to school and children visiting temples, mosques etc. with the objective of an acceptance and understanding of differences with the ultimate aim of working together. | Each year group to experience some form of religious experience during the course of one school year. | RE Subject Leader and class teachers | Annually | All children have a direct experience of a place of worship or of meeting and talking to someone with a specific faith or religious beliefs. |

## Evidence Document

| Action | How will the impact of the action be monitored? | Who is responsible for implementing? | What are the timeframes? | Evidence indicators |
|---|---|---|---|---|
| Ensure representation is a key element of the school's curriculum design. | Review of curriculum.<br>Subject Leader monitoring. | Curriculum Lead<br>Subject Leads | Ongoing | More diversity seen through lesson observations, pupil's work in books, pupil conferencing, curriculum reviews, planning review, displays of pupils' work. |
| Displays in reception areas and corridors include multi-lingual labelling. Monitor corridor displays in relation to diversity. | EAL Lead work with LSAs to provide templates/examples/ word lists for staff to use. | LSA/PSHC/ subject leaders | On-going | Variety of languages spoken in school on display around whole school. To develop further. |
| Continue the EAL work across whole school. Continue focus on pupils starting school who are new to English. | LSA and class teachers to keep folder of work done to support induction of pupils. | SENCO and LSA and DH | As necessary | Pupils have early support to settle in.<br>Provision monitored on lesson plans.<br>Arabic speaking LSA for EAL support.<br>New teacher to oversee EAL. |
| Work with partners such as Representation Matters, SARI, British Legion heroes of the commonwealth to promote the EDI. | Monitoring of behaviour and incidents to identity need for additional support. | DHT<br>Behaviour Lead<br>PSHE Lead | Ongoing | School has facilitated families working with RMSARI.<br>RM/SARI workshops have taken place in KS2.<br>RM/SARI have worked in partnership with the school to support individual pupils and families. |
| Incorporate "No Outsiders" sessions as part of PSHE curriculum. | Review of curriculum.<br>Subject Leader monitoring. | Curriculum Lead<br>PSHE Leads | Annually | Pupils are introduced to the idea of protected characteristics through appropriate age related texts.<br>Pupils engage in discussions around how we can ensure that all groups in our school and society feel valued, safe and welcome. |
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