



Equality Policy

Ratified by Governors: September 2026

Policy Review: September 2027

Equality Objectives Review: September 2030

Equality Statement

Herrick Primary School is committed to ensuring equality of opportunity and access for all pupils, staff, parents and visitors. We will eliminate unlawful discrimination, advance equality of opportunity and foster good relations across protected characteristics and other vulnerabilities. As a predominantly EAL school with a rising proportion of communication and interaction needs, we will make reasonable adjustments, remove barriers to learning and actively challenge prejudice so every pupil can thrive. Our vision – To give each and everyone a chance – underpins this commitment.

1. Purpose and Legal Framework

- This policy sets out Herrick Primary School's commitment to equality for pupils, staff, governors, parents and visitors. It explains how we meet our statutory duties under the Equality Act 2010 and the public sector equality duty (PSED) to: eliminate discrimination, advance equality of opportunity and foster good relations.
- This policy applies to all aspects of school life including admissions, education and curriculum, extra-curricular activities, behaviour and exclusion, recruitment, staff training and partnership working.
- The policy should be read alongside the School's Safeguarding Policy, SEND Policy, Behaviour Policy, Anti-Bullying Policy, Accessibility Plan and Complaints Procedure.

2. Our Vision and Commitment

- Our vision: "To give each and everyone a chance." Our values are Integrity, Ambition, Empathy and Resilience.
- Herrick Primary is an inclusive school. We welcome pupils of all backgrounds and needs, including many new arrivals to England and pupils for whom English is an additional language (predominantly EAL intake). We will make reasonable adjustments so that everyone can participate fully in school life.
- We therefore commit to removing barriers, tackling prejudice and promoting equality of opportunity and outcomes for all.

3. Definitions and Protected Characteristics

- For the purposes of this policy, we use the Equality Act 2010 protected characteristics: age (staff only), disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership (employees only).
- We also recognise disadvantage that may arise from socio-economic background, EAL status, young carers, asylum/refugee status, looked-after children and mobility.

4. Roles and Responsibilities

Governing body

- Ensure the school complies with statutory duties and publishes equality information and objectives.
- Monitor progress towards equality objectives annually and hold leaders to account.

Headteacher

- Implement the policy; ensure staff receive training; report to governors on progress.

Senior Leadership Team

- Ensure policies and day-to-day practice comply with this policy; collect and use equality data for improvement.

All staff

- Promote an inclusive culture, challenge prejudice, adapt teaching to meet diverse needs and record incidents when they occur.

Pupils and parents/carers

- Are asked to support the school in promoting equality and must report concerns through established channels.

5. Publication and Transparency

- We will publish the school's equality information and updated equality objectives on the school website every year and review objectives at least once every four years.
- The published information will include: analysis of pupil attainment by protected characteristic/other vulnerability, attendance and exclusion data where relevant, reported prejudice-related incidents and the steps taken in response.

6. Collecting, Analysing and Using Data

- We collect and analyse relevant data to identify inequalities and set objectives. This includes:
- pupil attainment and progress (disaggregated by protected characteristics, EAL, pupil premium and SEND)
- behaviour, attendance and exclusion
- take-up of extra-curricular activities and leadership positions
- referrals to and outcomes of SEND processes
- prejudice-related incident logs
- Findings from analysis will inform school improvement priorities and targeted actions.

7. Equality Objectives (SMART)

- The following are Herrick Primary's equality objectives for Sept 2026–Sept 2027.
- These were selected from analysis of current school data and the school context (predominantly EAL, growing communication & interaction needs, changing SEND profile).

Objective 1 — Assessment and Curriculum Access

- By July 2027, ensure all teachers use consistent, reliable in-class assessment strategies so that classes show clear next steps for pupils with EAL and SEND

- Termly monitoring and learning walks demonstrate an improvement in teachers' identification of next steps.
- Evidence in books and planning demonstrates specific next steps for targeted pupils.

Objective 2 — Reading and language progression for EAL pupils

- By July 2027, reduce the gap in reading progress between EAL pupils and non-EAL peers so that an increasing number of EAL pupils reach age-related expectations (ARE) or make expected progress by the end of Year 6.
- Termly reading progress data and phonics checks.
- Targeted interventions demonstrate measurable impact.

Objective 3 — Reduce prejudice-related incidents and increase community understanding

- By July 2027, reduce recorded prejudice-related incidents (race, sexuality, disability) compared to 2025/26 and increase parent and pupil confidence in reporting
- Fewer CPOMS prejudice entries will be recorded
- Stakeholder survey results demonstrate increased confidence.
- Evidence of PSHE/RSE and RE lessons tackling protected characteristics.

Objective 4 — Accessibility and reasonable adjustments

- By Autumn 2026, produce an updated Accessibility Plan with timebound actions (physical environment, curriculum access, information) and begin delivery of highest-priority actions.
- Published Accessibility Plan and at least one completed action (e.g., improved signage, accessible materials) by Spring 2027.

8. Accessibility and Reasonable Adjustments

- The Accessibility Plan will set out steps to improve physical access, access to the curriculum and access to written information.
- Where a pupil or member of staff has a disability, we will make reasonable adjustments, including accessible communication, adapted equipment and changes to routines where appropriate.

9. Teaching, Learning and the Curriculum

- Our curriculum and classroom practice will promote understanding of diversity and protected characteristics through:
- Representative texts and resources in every year group (including high-quality texts for reading-for-pleasure)
- Planned PSHE/RSE and RE lessons that address prejudice, identity and respectful relationships
- Differentiation and scaffolding so pupils with EAL and SEND can access the curriculum
- Leaders will prioritise developing subject-specific progression for language and vocabulary within the curriculum.

10. Behaviour, Bullying and Prejudice-related Incidents

- Prejudice-related incidents and derogatory language are treated seriously and recorded on CPOMS. Staff will follow the school's Behaviour and Anti-Bullying policies.

- We recognise prejudice-based bullying as a safeguarding matter; the DSL will be informed where appropriate. Support will be offered to victims and proportionate, educative sanctions and interventions used with perpetrators.

11. Recruitment, Staff Development and Retention

- Recruitment processes will be fair and promote equality of opportunity. Selection decisions are based on merit.
- We will monitor staff profile and access to CPD.
- We will provide training on equality, unconscious bias, inclusive teaching, EAL strategies and SEND differentiation.

12. Supporting Pupils with SEND and EAL

- The school will follow the Graduated Approach for SEND: assess, plan, do, review. Interventions will be time-limited and reviewed for impact.
- For pupils with EAL, we will combine language-rich classroom practice, targeted speech and language support where needed, including for family engagement.

13. Parental and Community Engagement

- We will consult parents, carers and pupils in developing and reviewing equality objectives. We will publish the equality objectives on the website and offer translated summaries on request.
- We will work with community partners, faith groups and external agencies to improve cultural understanding and support for families.

14. Complaints and Disputes

- Complaints about equality matters should follow the school's complaints policy. Where a complaint relates to a pupil's protected characteristic, governors will carefully consider requests to vary the uniform or other policies to accommodate the characteristic, in line with the Equality Act 2010 and DfE expectations.

15. Monitoring, Evaluation and Review

- The school will publish equality information annually.
- The equality objectives will be reviewed annually and updated no less frequently than every four years.
- Monitoring activities include: data analysis, learning walks, scrutiny of planning and books, stakeholder surveys and incident analysis.

16. Record Keeping

- All prejudice-related incidents, reasonable adjustment requests and complaints will be logged and retained in accordance with data protection policy and retention schedules. CPOMs is used for safeguarding-related recording.

17. Training

- All staff will receive training on equality, inclusive practice, identifying and responding to prejudice-related incidents and adapting teaching for EAL and SEND pupils. Induction for new staff includes equality responsibilities.

18. Dissemination

- This policy is available on the school website and in printed form on request.
- Staff will be provided with access to the policy.

19. Governance and sign-off

- The governing body is responsible for approving the policy and holding leaders to account for implementation.

Sources and statutory guidance used to draft this policy

- Equality Act 2010 (primary legislation) — public sector equality duty
- DfE guidance and sector practice on equality duties and accessibility (including recent DfE guidance on school uniform and managing complaints where relevant)