



Hummersea Primary School

Equality Policy

September 2026

About the Equality Policy

Promoting equality means treating people fairly, valuing difference, removing barriers and taking proportionate action so that everyone can participate in school life and achieve well.

Hummersea Primary School is committed to equality, inclusion, dignity and respect. We will not tolerate unlawful discrimination, harassment, victimisation or prejudice-related behaviour, and we will work proactively to identify and reduce disadvantage.

Our vision and values

Hummersea is a family. Together we believe, we achieve and we inspire. Here at Hummersea, be the best you can be.

- Be aspirational
- Be resilient
- Be enthusiastic
- Be determined
- Be curious
- Be proud

These values apply to all pupils, families, staff, governors, volunteers and visitors. Equality does not always mean treating everyone in exactly the same way; sometimes different or additional support is required to achieve fairness and remove disadvantage.

1. Legal framework and scope

This policy has been written with regard to the following legislation and national guidance:

- Equality Act 2010, including the Public Sector Equality Duty (PSED) and the reasonable adjustments duty.
- Equality Act 2010 (Specific Duties) Regulations 2011.
- Human Rights Act 1998.
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.
- Department for Education: Equality Act 2010 - advice for schools.
- Equality and Human Rights Commission (EHRC): Technical Guidance for Schools in England and PSED guidance for schools.

The policy applies to the school's functions as an education provider, employer and public authority. It should be read alongside the school's Equality Information and Objectives, Accessibility Plan, SEND Policy, Behaviour and Anti-Bullying Policy, Admissions arrangements, Complaints Policy, Safeguarding Policy and relevant employment policies.

Protected characteristics

The Equality Act 2010 identifies nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

For pupils, the schools provisions of the Equality Act protect against discrimination because of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage/civil partnership remain relevant to the school in its employment and other functions.

The school also recognises that other factors, including socio-economic disadvantage, SEND, care experience, language and family circumstances, can affect access and outcomes. These factors will be considered where relevant, while recognising that they are not all protected characteristics under the Equality Act.

2. Public Sector Equality Duty

In carrying out its functions, Hummersea Primary School will have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a relevant protected characteristic and those who do not.

Equality considerations will form part of policy development and significant decision-making. The level of analysis will be proportionate to the likely impact of the decision. Where appropriate, governors and leaders will record how equality considerations have informed decisions.

The school may use lawful and proportionate positive action to reduce disadvantage, meet different needs or increase participation where this is permitted by the Equality Act.

3. Reasonable adjustments and accessibility

The school has an anticipatory duty to consider barriers that disabled pupils may face and to make reasonable adjustments so that they are not placed at a substantial disadvantage. The school will not wait for a barrier to cause difficulty before considering common adjustments.

- Reasonable adjustments may include changes to policies, routines or teaching approaches and the provision of auxiliary aids or services.
- Physical access is planned and improved through the school's Accessibility Plan.
- Adjustments will be considered in consultation with the pupil and family where appropriate and informed by specialist advice when needed.
- The school will also make reasonable adjustments for disabled employees and applicants in line with its employment duties.

4. Roles and responsibilities

Governing Body

- Ensures the school complies with its equality duties and approves this policy and the school's equality objectives.
- Receives information on progress, significant equality issues and any patterns of disproportionate outcomes.
- Ensures equality is considered when strategic decisions are made.

Headteacher and senior leaders

- Provide leadership on equality and inclusion and ensure this policy is implemented consistently.
- Ensure staff receive appropriate training and guidance.
- Monitor relevant information and act where patterns of disadvantage or discrimination are identified.
- Ensure concerns and prejudice-related incidents are addressed promptly and appropriately.

SENDCO and other leaders

- Support staff to identify barriers and implement reasonable adjustments for disabled pupils and pupils with SEND.
- Work with families, staff and external agencies to support participation, access and progress.
- Contribute to the Accessibility Plan and relevant equality monitoring.

All staff

- Model respectful and inclusive behaviour, challenge discriminatory language and practice, and report concerns.
- Apply policies fairly and make agreed reasonable adjustments.
- Use curriculum materials and teaching approaches that avoid stereotyping and promote respect for diversity.

Pupils and parents/carers are encouraged to raise barriers or concerns and to share information that may help the school provide effective support. The school recognises, however, that its equality and reasonable-adjustment duties are not dependent solely on an individual asking for help.

5. Equality in teaching, learning and school life

Curriculum and teaching

- All pupils will have access to a broad and balanced curriculum, with reasonable adjustments and additional support where needed.
- Planning, resources, displays and wider opportunities will reflect diversity accurately and positively and will avoid stereotypes.
- Teaching will promote respect, challenge prejudice and help pupils understand different perspectives in an age-appropriate way.
- Pupil progress and participation will be reviewed to identify and address any significant gaps affecting particular groups.

Behaviour, bullying and prejudice-related incidents

- Discriminatory language, harassment and prejudice-related bullying will be challenged and dealt with under the school's behaviour and anti-bullying procedures.
- Relevant incidents will be recorded and monitored so that patterns can be identified and addressed.
- Where behaviour may arise from disability, the school will consider reasonable adjustments and relevant SEND information before and alongside any sanction.

Admissions, attendance, suspensions and exclusions

- School procedures will be applied lawfully and fairly and will not discriminate against pupils because of a protected characteristic.
- Reasonable adjustments will be considered for disabled pupils at all stages, including where policies or procedures may otherwise place them at a substantial disadvantage.
- Attendance, suspensions and exclusions will be monitored for significant disparities and leaders will investigate and respond where concerns arise.

Trips, clubs and wider participation

- Educational visits, clubs, leadership opportunities, performances and other activities will be planned to be inclusive and accessible as far as reasonably practicable.
- Participation will be monitored where there is evidence of under-representation, and barriers will be addressed where possible.

6. Accessible communication and engagement

- School information will be written as clearly as possible and alternative or accessible formats will be provided where reasonably required.
- The school will consider translation, interpretation or other communication support where this is necessary to enable meaningful access or participation.
- Pupil and parent/carer views will be sought in ways that enable participation by people who may need communication support.
- The school will consult affected pupils, families, staff and other stakeholders where this is proportionate and useful to understanding an equality issue.

7. Staffing and employment

Hummersea Primary School will treat employees and job applicants fairly and in accordance with the Equality Act 2010. The school's employment duties apply across all nine protected characteristics.

- Recruitment, selection, pay, appraisal, training, promotion, discipline and dismissal processes will be based on fair and objective criteria.
- Reasonable adjustments will be considered for disabled applicants and employees.
- The school will not tolerate unlawful discrimination, harassment, bullying or victimisation in the workplace.
- Any positive action in recruitment or development will only be used where lawful and proportionate.
- Employment concerns will be addressed through the appropriate HR, grievance, dignity-at-work or whistleblowing procedure, depending on the nature of the issue.

8. Equality information, monitoring and objectives

The school will use relevant evidence to understand whether different groups are experiencing unequal access, participation or outcomes. Monitoring will be proportionate, purposeful and compliant with data protection law.

Information considered may include, where relevant and where numbers allow meaningful analysis:

- attainment and progress;
- attendance and persistent absence;
- suspensions, exclusions and behaviour incidents;
- prejudice-related incidents and bullying;
- participation in clubs, trips, leadership and enrichment;
- complaints and feedback;
- workforce recruitment, retention and development.

The school will protect confidentiality, avoid publishing information that could identify individuals and explain why equality information is being collected and how it will be used.

To meet the specific equality duties, the school will publish information showing how it complies with the PSED and update this at least annually. It will also publish one or more specific and measurable equality objectives

and review them at least every four years. Progress against objectives will be reviewed regularly by leaders and governors.

9. Concerns, complaints and victimisation

Anyone who believes they have experienced or witnessed discrimination, harassment or victimisation should raise the concern with the school. Pupil and parent/carers concerns will normally be considered through the school’s complaints, behaviour, anti-bullying or safeguarding procedures as appropriate. Staff concerns will be considered through the relevant employment procedure.

No person will be treated less favourably because they have raised an equality concern, supported a complaint or provided information in connection with an equality matter.

10. Monitoring and review

- The Governing Body and Headteacher will review the effectiveness of this policy and the school’s equality work at least annually.
- The policy will be updated sooner if legislation, statutory requirements or significant guidance changes, or if monitoring identifies a need for revision.
- The school will ensure this policy and its published equality information and objectives are accessible through the school website.

Related policies and documents

- Equality Information and Objectives
- Accessibility Plan
- SEND Policy and SEND Information Report
- Behaviour and Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Admissions arrangements
- Complaints Policy
- Staff Code of Conduct and relevant HR policies

Policy approval and review

Approved by	Governing Body
Date approved	September 2026
Review date	September 2027 (or earlier if required)