

# HULLAND CHURCH OF ENGLAND PRIMARY SCHOOL



## Single Equality Policy

### Definition

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. Through this policy Hulland Primary will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only).

The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Hulland Primary School.

### Legal framework

Duties as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability
- ethnicity (including Gypsy and Traveller groups)
- gender
- gender identity and transgender
- faith, religion and belief
- marriage and civil partnership
- sexual orientation
- pregnancy and maternity
- age

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimisation. Hulland Primary School will seek to achieve positive action in respect of the Act.

### Good Practice

Our children will be part of a respectful learning community, which involves parents, carers, teachers, staff and the church, maximising learning opportunities for everyone and valuing diversity

Our children will be healthy, happy and confident – understanding their role as citizens of the local community and beyond.

Our aim is to ensure all children achieve well and reach high standards within a safe and caring ethos that celebrates and encourages success.

Where relevant, any incidents of bullying will be logged.

### **Guiding principles**

In fulfilling the legal obligations and establishing our school ethos, we are guided by the following principles:

1. All learners are of equal value
2. We recognise and respect difference  
Policies, procedures and activities must not discriminate but must nevertheless take account of the kinds of barrier or disadvantage which people may face, in relation to:
  - disability, so that reasonable adjustments are made
  - ethnicity, to recognise different cultural backgrounds and experiences of prejudice
  - gender, to recognise the different needs and experiences of male and female
  - sexual identity
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We observe good equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist

Every 4 years, we formulate and publish specific and measurable equality objectives, based on the evidence we have collected, in relation to:

- disability
- gender

### **Arrangements, Roles and Responsibilities**

The Headteacher is responsible for:

- implementing the policy
- ensuring all staff are aware of their responsibilities and given appropriate training and support
- taking appropriate action in any cases of unlawful discrimination

All staff are expected to:

- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school
- deal with any prejudice-related incidents that may occur

All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying is addressed immediately.