
Great Gaddesden C of E (VA) Primary School



'Treat others exactly as you would like to be treated yourself'. (Luke 6:31)

Equality Policy & Objectives 2025-2029

Review date: May 2025

Review cycle: Progress towards objectives to be reviewed annually and the 4 yearly objectives & policy to be fully reviewed every 3 years

Date approved by governing body: 19th May 2025

Signature:

A handwritten signature in black ink, appearing to be 'MBL' followed by a long horizontal stroke.

Date: 19th May 2025

Headteacher

SECTION 1: Policy

Intent

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique differences should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity. We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

From Valuing All God's Children, Church of England Education Office 2019

In keeping with our Christian ethos, our core values of Love, Respect and Forgiveness underpin everything we do and all members of our community are encouraged to flourish to the best of their ability.

Legal duties

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations referred to above we are guided by nine principles.

Principle 1: All learners are of equal worth

We see all learners and potential learners as of equal worth:

- whether or not they are disabled
- whatever their race
- whatever their sex and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

Principle 2: We recognise and respect difference

Treating people equally does not involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- race
- sex

- gender identity
- religion, belief or faith background
- sexual orientation

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of discrimination, harassment and victimisation of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, nationality, national origin, religion, belief or faith background, and an absence of racist and religiously motivated bullying and incidents
- mutual respect and good relations between sexes, and an absence of sexual harassment and harassment, discrimination and victimisation because of sex
- mutual respect and good relations between pupils, parents and carers regardless of sexual orientation, and an absence of discrimination and victimisation because of sexual orientation
- positive attitudes towards transgender people and an absence of discrimination, harassment and victimisation because of gender identity

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their race
- whatever their belief or faith background
- whatever their sex and with full respect for legal rights relating to pregnancy and maternity
- whatever their gender identity
- whatever their sexual orientation
- whatever their status with regards to marriage and civil partnership

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- sexes
- cisgender and transgender people
- heterosexual, lesbian, gay, and bisexual people
- older and younger people

Principle 6: We consult widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people

Principle 8: We base our policies and practice on sound evidence

We collect and publish quantitative and qualitative information, which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010 and use this information to inform our practice.

Evidence related to equality is integrated into our self-evaluation documentation.

Principle 9: We work towards measurable equality objectives

We create and publish specific and measurable equality objectives, based on the consultations we have conducted and the evidence that we have collected and published.

The objectives that we identify take into account national and local priorities and issues as appropriate.

Our equality objectives are devised in consultation with school governors and integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles in paragraph 4 above.

Ethos and organisation

6. We ensure that the principles listed in paragraph 4 above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- safeguarding
- working in partnership with parents, carers and guardians
- working with the wider community.

And we conduct equality impact assessments to ensure this.

Addressing prejudice-related incidents and bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- prejudices around disability and special educational needs
- racism, including prejudice directed against Travellers, refugees and people seeking asylum
- prejudices against religious groups and communities, for example antisemitism and Islamophobia
- sexism, homophobia, biphobia and transphobia.

8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

9. We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was dealt with.

Roles and responsibilities

10. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

11. A member of the governing body has a watching brief regarding the implementation of this policy.

12. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

13. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

14. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4, above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
16. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
21. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, nationality national origin; religion; and sex.

SECTION 2: OBJECTIVES

Introduction

Schools are required to publish information, which is updated annually, showing how they comply with the Equality Duty and set at least one equality objective every 4 years. The need to advance equality of opportunity is defined in the Equality Act (2010).

Our commitment

At Great Gaddesden CE VA Primary School, we are committed to ensuring equality of opportunity and equity for all pupils, staff, parents and carers irrespective of ethnicity, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. The curriculum has been developed to ensure that this links throughout the education delivered at Great Gaddesden CE VA Primary School.

We tackle discrimination through the positive promotion of equality, by challenging bullying, stereotypes and by creating an environment which champions respect for all.

At Great Gaddesden CE VA Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Teaching and Learning

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils and society as a whole.

Admissions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of ethnicity, gender, religion, belief, disability and/or socio-economic background.

Recruitment

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school is diverse and representative of a range identities.

We value diversity and welcome applications from all parts of the community to apply for jobs or to volunteer at our school. We particularly welcome Black and Asian minority ethnic group applicants as these groups are currently under-represented in our school community. At each round of recruitment, we aim to short list a diverse range of candidates (where possible) with the intent to represent such groups within this.

Equality objectives 2025-2029

Aims (Intent)	Year 1 & 2 Actions required (Implementation)	Staff responsible
<p><u>Curriculum Focus:</u></p> <p>Our aim is for our curriculum to promote and celebrate diversity, ensuring the representation of a wide range of identities and cultures</p>	<ul style="list-style-type: none"> • Subject leaders to audit their curriculum area with a focus on diversity and developing representation (25/26) • School Library audit and purchase of books to diversify the school library and class libraries • Enrichment weeks across the school eg. Black History Month, School Diversity Week and Rainbow Day (ongoing) • Ensure adaptations to the curriculum are made to ensure equality of opportunity. (25/26) 	<p>DL</p> <p>JC</p> <p>MB</p> <p>GA</p>
<p><u>School vision focus</u></p> <p>Our aim is to include everyone in our school community and uphold our vision that we are all God's children.</p>	<ul style="list-style-type: none"> • No Outsiders Day (Year group sessions, whole school assembly + staff/governor training) (26/27) • Weekly No Outsiders focused collective worships • All God's Children Day (25/26) • No Outsiders display (26/27) • Ensuring all children have access to extra curricula trips and activities (ongoing) 	<p>MB</p>
<p><u>Personal Development focus:</u></p> <p>Our aim is for our PSHE and RSE curriculum to embed British values, raise awareness of the Equality Act (2010) and ensure our children learn about a wide range of identities</p>	<ul style="list-style-type: none"> • Review the implementation of British Values throughout the school (25/26) • Implement new PSHE Scheme of Work (Kapow) (25/26) • No Outsiders Day (Assembly + Staff/Governor training) TBC (25/26) 	<p>MB</p> <p>GA/ER</p>
<p><u>Community focus</u></p> <p>Our aim is to promote parent/carer engagement and remove any barriers in order for parents/carers to support their children and feel a valued part of the community</p>	<ul style="list-style-type: none"> • Parent workshop attendance (25/26) • SEND review attendance monitoring and follow up from the INCo where concerns arise (monthly) • Coffee mornings with parents including monthly parent cafe at the Church (monthly) • Regular Parent forum meetings and circulation of minutes (ongoing) • Annual parent survey (annually) • Develop website functionality to translate content into a wide range of languages. (25/26) • Support from Dacorum Family Services/link family worker (ongoing) • Introduce Woodland Worship (25/26) 	<p>BN + VB</p> <p>SENCo/GA</p> <p>MB</p> <p>MB</p> <p>MB</p> <p>ED/Forest School Leader</p>

Glossary	
Antisemitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Further information here .
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> • they have a protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin

Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>