



Harbinger Primary School

Equalities Policy

Date agreed: October 2025

Review Date: October 2026

1. Overview

1.1 This policy reflects the Single 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. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

1.2 The Single Equality Act combines the existing three duties into one new Equality Duty and states that it is against the law to discriminate against someone because of 9 protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In this school, we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

2. Our School Vision

Our vision is to strive for high standards of learning and teaching for our children in a safe and inspiring environment. We work together so that mutual respect and co-operation can flourish and in partnership we problem-solve to overcome potential barriers. We work with families and the wider school communities, to ensure individual needs are met.

We aim to create an educational community where all children develop as:

- **Successful and reflective learners** who have a positive attitude and commitment to learning, make progress and achieve.
- **Confident individuals** who are able to live safe, healthy and fulfilling lives, demonstrating resilience, responsibility and resourcefulness.
- **Enthusiastic and responsible citizens** who make a positive contribution to society.

3. Our Values

At Harbinger School we have 3 core values: **Learning, Togetherness** and **Well-Being**.

Our core values drive our commitment to **everybody** achieving the best possible outcomes for themselves, engaging with learning, valuing the role **we each** play and taking pride in our school:

- **Learning:** An entitlement to relevant and purposeful learning, high expectations and outcomes, widening horizons and raising aspirations.
- **Well-Being:** An ethos of personal development and emotional intelligence, excellent care and guidance, intrinsic motivation to discover routes to happiness and success.
- **Togetherness:** An environment founded on equality and inclusion, rights and responsibilities, an awareness of belonging to our immediate and global communities.

4. Objectives of this policy

At Harbinger it is vitally important to us that everyone is treated fairly and enabled to develop their potential. This policy helps us to deliver our mission because its implementation will:

- 4.1 Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- 4.2 Advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- 4.3 Eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- 4.4 Recognise and celebrate diversity within our community whilst promoting community cohesion.
- 4.5 Ensure that this policy is applied to all we do.
- 4.6 Ensure that children and parents are fully involved in the provision made by the school.
- 4.7 Ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

5. Good practice

- 5.1 We strive to achieve a cohesive community and expect that children respect one another and behave with respect towards one another, and that their parents feel fully engaged in the school.
- 5.2 We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- 5.3 We support 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. Through our policies and actions, we undertake to ensure that every child is healthy, safe, can enjoy and achieve in their learning experience and is able to contribute to the wider community.
- 5.4 We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the Governors. We monitor and log incidents that discriminate against children or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

6. Strategies

- 6.1 Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- 6.2 Parents and governors will be involved and consulted about the provision being offered by the school.
- 6.3 Teachers will ensure that the teaching and learning takes account of this policy.
- 6.4 The diversity within our school and the wider community will be viewed positively by all.
- 6.5 Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

- 6.6 Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- 6.7 Contributions will be sought from parents and other stakeholders and organisations to enrich teaching, learning and the curriculum.
- 6.8 The positive achievements of all children will be celebrated and recognised.

7. Outcomes

- 7.1 This policy will play an important part in the educational development of individual children.
- 7.2 It will ensure that all children are treated equally, fairly and with respect.
- 7.3 The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.
- 7.4 We are committed to meeting the individual needs of each child and will take full account of their age, disability (learning/physical), gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010. In addition to the above characteristics, we also ensure that we are committed to meeting the needs of children from all socio-economic backgrounds.

8. Equality Objectives

- 8.1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence.
- 8.2 Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.
- 8.3 We will regularly review the progress we are making to meet our equality objectives.

Equality objectives for 2025 - 2028

- We will seek to narrow the gaps between the outcomes of all children in our school with the outcomes of the disadvantaged children in our school, at each national assessment point. (End of Reception, Phonics in Year 1, end of Key Stage 1 assessments in Year 2 and end of Key Stage 2 assessments in Year 6).
- We will seek to reduce the number of racist and homophobic incidents in school.
- We will identify opportunities in the curriculum and wider opportunities to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity.

9. Policy review

- 9.1 This policy is kept under review annually and the underpinning objectives are expected to be reviewed every four years when validated national data is available.