



South Hetton Primary School

Equalities Policy



Date Reviewed	June 2025
Next Review Date	June 2026

Our school code uses the Equality Act 2010: To treat everyone Equally and Fairly regardless of:

- Age
- Disability
- Gender
- Gender Identity
- Race and Nationality
- Religion or belief
- Pregnancy
- Marriage
- Sexual Orientation

We are committed to upholding the legal definitions of protected characteristics as outlined in the Equality and Human Rights Commission (EHRC) Code of Practice.

At South Hetton Primary School, we believe that every child has an equal right to develop, succeed, and reach their full potential. Equality of opportunity underpins both our curriculum and the wider work of the school. We treat all children as individuals, recognising and valuing their unique abilities, challenges, attitudes, backgrounds, and experiences.

In line with the Education Reform Act, all pupils are entitled to a broad and balanced National Curriculum. This includes key cross-curricular themes such as gender equality, multicultural education, and the inclusion of pupils with special educational needs.

Wherever possible, our curriculum is designed to promote children's knowledge and understanding of different beliefs, cultures, and needs, fostering an inclusive and respectful learning environment.

At South Hetton Primary, we actively promote a culture of trust, mutual respect, and positive relationships among pupils and staff. Through the teaching of British values, we help children understand how to treat others with kindness and fairness, while learning to respect themselves and others as global citizens. One of our core expectations for behaviour is to *'Respect everyone.'*

Equality and the Law

South Hetton Primary School is committed to ensuring that it does not unlawfully discriminate against pupils, prospective pupils, staff, job applicants, or parents in the course of fulfilling its statutory duties.

We fully recognise that discrimination can occur in various forms, including:

- Direct discrimination

- Indirect discrimination
- Discrimination arising from disability, including the failure to make reasonable adjustments
- Harassment
- Victimisation

The school actively works to identify and eliminate all forms of discrimination, promoting an environment where equality, dignity, and respect are at the heart of everything we do.

Aims of the Policy

This policy aims to ensure that:

- Every individual within the school community is given the opportunity to achieve their full potential, with equality of opportunity at the heart of our practice.
- All children have access to the highest possible standards of education and achievement, with learning tailored to their age, ability, and level of challenge.
- Staff, parents, and pupils are fully informed of the school's aims to promote a consistent, whole-school approach to equality and inclusion.
- All forms of prejudice are identified and challenged in order to foster positive attitudes toward diversity and difference.
- Mutual respect and understanding are promoted among all children, regardless of background, ability, identity, or belief.
- The curriculum, school resources, and displays reflect and celebrate contributions from a wide range of cultures, ensuring representation across all areas of learning.
- Awareness of the harm caused by stereotyping, bias, and unfair assumptions is raised and addressed throughout school life.
- All forms of bullying—including verbal, physical, homophobic, biphobic, transphobic, and psychological abuse—are consistently challenged and addressed in line with the school's Anti-Bullying Policy.
- Staff consistently reinforce the school's core value of *respect* when managing behaviour and resolving conflict.
- Incidents involving racism, sexism, ableism, or homophobic, biphobic, and transphobic (HBT) behaviour are recorded, monitored, and followed up appropriately.

Children:

Every child has the right to thrive and achieve their full potential, regardless of age, race, nationality, religion or belief, disability, socio-economic background, gender, sexual orientation, gender identity, special educational needs, or ability.

At South Hetton Primary School, we are committed to providing all children with an inclusive education that nurtures their talents, builds their confidence, and enables them to succeed.

We aim to help children become aware of the ways in which equality of opportunity can be denied and the impact this can have on themselves and others. Through our curriculum and school ethos, we encourage empathy, respect, and a strong sense of social justice, equipping pupils to recognise and challenge inequality in all its forms.

How We Will Ensure This Happens

We will actively promote equality and inclusion across all areas of school life by:

- Creating regular opportunities for class discussions where all children are encouraged to express their thoughts and feelings, ensuring every voice is heard.
- Providing a differentiated curriculum that meets individual needs and learning styles, without reinforcing negative distinctions or limiting expectations.
- Displaying positive messages about equality, diversity, and inclusion throughout the school environment.
- Delivering an entitlement curriculum that ensures all pupils receive access to a broad, balanced range of learning experiences.
- Encouraging children to reflect on exclusion and its impact, fostering empathy and inclusive attitudes.
- Reinforcing our behaviour non-negotiables and regularly reviewing them with pupils through 'pupil voice' activities and discussions.
- Using assemblies to highlight and reinforce key messages about equality, respect, and fairness.
- Implementing a system of individual targets and rewards to promote and celebrate positive behaviour and inclusive attitudes.

Our Curriculum

At South Hetton Primary School, all children will have equal access to every aspect of the curriculum and school life. We are committed to continually monitoring and reviewing our practices to ensure equality and inclusion are embedded across all learning experiences.

We aim to provide opportunities for all children to:

- Make choices freely, without being limited by stereotypes or assumptions—for example, in areas such as sports, leadership roles, or extracurricular activities.
- Develop self-worth and self-confidence, empowering them to understand their identity, value their uniqueness, and shape their aspirations.
- Build independence and a range of essential life skills to support their personal growth and future success.
- Participate in enriching educational experiences—including trips, clubs, and work with external visitors—ensuring fair access for all.

Resources

We are committed to using inclusive, non-stereotypical resources across the curriculum. To ensure this:

- Books, teaching materials, equipment, and displays will be regularly reviewed through work scrutiny and book looks to ensure they reflect diversity and avoid stereotypes.
- Children will be supported in developing the skills to identify, question, and challenge stereotypes when they encounter them, fostering critical thinking and awareness.

Admissions and Suspensions:

Our admissions arrangements are operated in conjunction with DCC and are fair and transparent, not discriminating on the protected characteristics or socio-economic factors.

Suspensions will always be based on the school's Behaviour Policy. We will closely monitor suspensions to avoid any potential adverse impact.

Staffing:

The school is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing;

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- A commitment to equal opportunities is included in the selection criteria for all posts.
- Teaching and support staff are encouraged to further their professional careers by attending courses suited to their posts.

Employer Duties

As an employer, South Hetton Primary School is committed to eliminating discrimination, victimisation, and harassment in all aspects of employment practice. We are also dedicated to advancing equality of opportunity for all groups within our workforce. We take full account of protected characteristics—such as age, sex, race, disability, sexual orientation, gender identity, marital status, pregnancy and maternity, religion or belief—when making decisions about recruitment, role allocation, professional responsibilities, and staffing structures. All employment decisions are made fairly, transparently, and without bias.

To ensure our commitments are met, we implement the following actions:

- Monitoring recruitment, retention, and staff wellbeing, including addressing any incidents of bullying or harassment.
- Providing ongoing professional development opportunities for all staff to support their growth and equitable progression.
- Ensuring senior leadership actively supports and promotes equality of opportunity within all areas of staffing and school operations.

Role of the Governors

The Governing Body plays a vital role in upholding and promoting equality throughout the school. Governors will:

- Approve and support the implementation of the Equalities Policy, ensuring it is consistently applied across all areas of school life.
- Ensure that all recruitment and appointment decisions are made in line with the principles of this policy, guaranteeing that no individual is discriminated against on the basis of any protected characteristic.
- Actively welcome and support applications from all children, regardless of their background, ability, age, race, gender, sexual orientation, religion or belief, or gender identity.

Role of the Headteacher:

The Headteacher is responsible for leading the implementation of the school's Equalities Policy and ensuring that it is embedded in the daily life of the school. The Headteacher will:

- Ensure the Equalities Policy is fully implemented and actively promoted across the school.
- Make sure all staff—including new and temporary members—are made aware of the policy and understand their responsibilities.
- Oversee recruitment and appointment processes, ensuring that all decisions are made in line with the policy and are free from discrimination.
- Respond to all incidents of discrimination, bullying, or unfair treatment with the appropriate seriousness, in line with the school's behaviour and safeguarding policies.

Staff Responsibility:

All staff share the responsibility for promoting equality and inclusion throughout the school. It is their duty to create a welcoming, respectful, and supportive environment for every pupil and colleague.

Staff are expected to actively foster an atmosphere that challenges prejudice, builds self-esteem, and empowers children to develop independence, confidence, and the freedom to pursue any role or aspiration—regardless of background, gender, ability, or identity.

As role models, staff must recognise and challenge discrimination, bias, or unfair treatment whenever it occurs. Every member of staff is personally accountable for ensuring their conduct aligns with the principles of equality, and may be held responsible for any acts of discrimination, harassment, bullying, or victimisation carried out in the course of their employment.