THE HUMBERSTON CHURCH OF ENGLAND

PRIMARY SCHOOL

Equality, Diversity & Inclusion Policy

2026

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1. Vision, Ethos, and Mission Statement

At The Humberston Church of England Primary School, our guiding vision is **"Unlocking Possibilities, Making a Difference"**. We are committed to fostering an inclusive culture where every child and member of staff feels valued, respected, and safe.
Our mission is to support all pupils to succeed academically, socially, personally, physically, and spiritually within the context of Christian belief and practice. We celebrate difference and actively learn from diversity to enrich our curriculum, strengthen our school community, and prepare pupils to thrive as responsible, compassionate citizens in modern Britain.

Our ethos is centred on our core **Christian Values**:

- **Courage:** Standing up against discrimination, unfairness, and prejudice.
- **Peace:** Building harmonious relationships across diverse backgrounds and beliefs.
- **Unity:** Working collaboratively as one inclusive school community.
- **Service:** Supporting others and actively contributing to local and global communities.
- **Compassion:** Demonstrating empathy, care, and active listening toward all individuals.
- **Perseverance:** Consistently driving improvements in equality, accessibility, and opportunity.

2. Legal and Statutory Framework

This policy has been drawn up in accordance with statutory requirements, national guidance, and DfE legislation. It replaces all previous policy iterations and incorporates requirements from:

- **The Equality Act 2010** and the **Public Sector Equality Duty (PSED)**
- **The Equality Act 2010 (Specific Duties) Regulations 2011**
- **The Worker Protection Act 2023** (amending the Equality Act 2010 regarding proactive prevention of sexual harassment)
- **DfE Guidance:** *Keeping Children Safe in Education (KCSIE)* and *Working Together to Safeguard Children*
- **Data Protection Act 2018** and **UK GDPR**

3. Protected Characteristics

In accordance with the Equality Act 2010, the school strictly prohibits unfair or unlawful discrimination, harassment, or victimisation against anyone on the grounds of:

- **Age** *(applicable to staff and employment practices)*
- **Disability** *(pupils, staff, governors, parents, and visitors)*
- **Gender Reassignment**
- **Marriage and Civil Partnership** *(applicable to employment)*
- **Pregnancy and Maternity**
- **Race** *(including colour, nationality, and ethnic or national origin)*
- **Religion or Belief** *(including lack of belief)*
- **Sex**
- **Sexual Orientation**

4.Unlawful Conduct Definitions

To ensure clarity across our workforce and school community, the following forms of prohibited conduct are explicitly defined and monitored:

- **Direct Discrimination:** Treating someone less favourably than others because of a protected characteristic (actual, perceived, or by association).
- **Indirect Discrimination:** Applying a rule, policy, or practice that applies to everyone equally but puts people sharing a protected characteristic at a formal or practical disadvantage.
- **Harassment:** Unwanted conduct related to a protected characteristic that violates an individual's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment.
- **Sexual Harassment & Third-Party Harassment:** Unwanted conduct of a sexual nature or harassment originating from colleagues, third-party contractors, visitors, or parents. The school maintains a proactive duty to take all reasonable steps to prevent sexual harassment across all school activities.
- **Victimisation:** Treating an individual unfairly or subjecting them to a detriment because they have raised a complaint, given evidence, or supported a grievance under equality law.
- **Unconscious Bias:** Deeply ingrained societal assumptions or stereotypes that affect decision-making. The school actively seeks to challenge and minimise unconscious bias in recruitment, performance assessments, discipline, and pupil evaluation.

5. The Public Sector Equality Duty (PSED)

Under the PSED, the school gives due regard to three core statutory aims across all functions, decision-making processes, and curriculum delivery:

1. **Eliminate Unlawful Conduct:** Eliminating discrimination, harassment, victimisation, and any other conduct prohibited under the Equality Act 2010.
2. **Advance Equality of Opportunity:** Removing or minimising disadvantages suffered by people due to protected characteristics, taking steps to meet their specific needs, and encouraging participation where representation is low.
3. **Foster Good Relations:** Tackling prejudice, promoting mutual understanding, and building positive relationships between people who share a protected characteristic and those who do not.

6. Roles and Governance Responsibilities

The Governing Body is responsible for:

- Ensuring the school complies with statutory equality legislation and the PSED.
- Approving and monitoring progress against the school’s 4-year Equality Objectives.
- Reviewing Equality Impact Assessments (EIAs) for major policy changes or strategic decisions.

The Headteacher and Senior Leadership Team (SLT) are responsible for:

- Driving the daily implementation of this policy across all aspects of school life.
- Ensuring all staff receive appropriate equality, diversity, inclusion, and safeguarding training.
- Monitoring pupil progress, attendance, and exclusion data to identify and address inequality gaps.

- Investigating allegations of discrimination, harassment, or discriminatory language promptly and robustly.

All School Staff are responsible for:

- Modelling inclusive behaviour and upholding dignity, fairness, and respect in all interactions.
- Promoting equality and Fundamental British Values through high-quality teaching, worship, and curriculum delivery.
- Challenging and reporting all forms of discriminatory language (e.g., racist or sexist remarks).
- Identifying and implementing reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND).

7. Four-Year Statutory Equality Objectives

- Our Equality Objectives combine our legal duties with our commitment to **Fundamental British Values** (*Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with Different Faiths and Beliefs*).

Objective Area	Linked Protected Characteristics	Embedded British Value	Strategic Action & Success Criteria
1.Cultural & Religious Literacy	Race, religion or belief	**Mutual respect & tolerance**	Enhance Worship, PSHE, and RE curricula to deepen pupil understanding of world faiths and cultures, challenging stereotypes and celebrating diversity.
2. Equitable Participation & Access	Disability, sex	**Individual Liberty & Democracy**	Track extra-curricular uptake, trips, and leadership opportunities, ensuring targeted support and adjustments for SEND pupils and disadvantaged groups.
3. Closing Educational Gaps	Disability, sex, race	**Individual Liberty & Rule of Law**	Implement tailored interventions to close attainment gaps for specific pupil groups (including boys, FSM/Pupil Premium, Looked After Children, and SEND).

4. Eradicating Discriminatory Language	Sexual orientation, gender reassignment, race, sex	**Rule of Law & Mutual Respect**	Proactively record, analyse, and eliminate incidents of homophobic, sexist, transphobic, or racist language through robust reporting and educative sanctions.
5. Inclusive Workforce & Recruitment	All 9 protected characteristics	**Democracy & Mutual Respect**	Ensure fair, transparent recruitment and professional development practices that cultivate a diverse staff reflective of modern British society

. Monitoring, Data Publishing, and Policy Review

- **Annual PSED Data Review:** The school collects and publishes non-confidential pupil and workforce equality data annually to assess compliance with the PSED and identify emerging priority areas.
- **Objective Tracking:** Progress against our statutory equality objectives is reviewed annually by the Senior Leadership Team and presented to the Governing Body. Objectives are fully updated at least once every four years.
- **Policy Review:** This policy is reviewed annually or updated sooner in response to statutory legislative changes.

Approval Date & Governance Sign-off:

Appendix A: Equality Impact Assessment (EIA) Guidance Template

When introducing a new policy, key decision, or significant strategic change, decision-makers complete the following assessment checklist:

1. **Policy/Decision Title:**
2. **Lead Assessor:**
3. **Impact Assessment:** Does this decision have a potential positive, neutral, or negative impact on individuals sharing any of the 9 protected characteristics?
4. **Mitigation:** What reasonable adjustments or actions will be taken to eliminate negative impact or advance equality of opportunity?

5. **Approval Date & Governance Sign-off:**