



Equality Statement and Objectives

Review for 2024-25

Foreword

Harbury C of E Primary School aims to ensure that every child and teacher is given an equal opportunity to achieve their full potential. Our school vision (Love, Learn and Grow together) supports this. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. Equality is about fairness and equality of opportunity and advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as children, parents and school governors. Relating to the Equality Act (2010) there are nine 'protected characteristics' these are age; disability, gender reassignment [transgender], marriage / civil partnership, pregnancy / maternity, race, religion and belief (and having no belief), sex (gender) and sexual orientation.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Under the general duty, schools must exercise 'due regard' in respect of each of the nine protected characteristics to: (1) eliminate unlawful discrimination and harassment; (2) advance equality of opportunity; and (3) foster good relations between different groups.

Review of the six objectives

1. To promote equality of opportunity for all with respect to gender, gender reassignment, sexual orientation, race, age, social class, disability, pregnancy, maternity, religion and belief

- Harbury C of E Primary School ensures that appropriate job vacancies are widely advertised to promote the diversity of candidates.
- In all staff appointments, the most suitable candidate is appointed on professional criteria, with the recruitment process ensuring that the school's statutory obligation towards safeguarding of children and safer recruitment procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.
- We are committed to safer recruitment to ensure that staff we employ are protected from discrimination. Three staff members/governors are trained in 'Safer Recruitment' and at least one member of the recruitment panel will have had this training.
- Our appraisal procedures are staff led and all staff have equal opportunities for CPD.
- We have a maternity and paternity leave policy that ensures equal opportunities on return to work, this is overseen by the Governing body sub-committee, Resources.
- Our Admission Policy adheres to the Warwickshire admissions policy, appeals are also handled by the Local Authority. The admissions criteria ensure discrimination is eliminated.
- As a Church of England school, we seek staff and governors who will promote our Christian ethos but do not discriminate against other faiths.
- The school has a Flexible Working Policy to ensure that where possible flexible working will be accommodated subject to the criteria within the policy.

2. To prepare all young people for life in a multicultural, multi- faith society in Britain, Europe and the world.

- We promote a positive self-image in all children and respect their individuality, providing for all pupils according to their needs. This is through opportunities within our curriculum such as: visitors to the school from other cultures or religious backgrounds; faiths celebration days e.g. Diwali, Pentecost, Christmas, Chinese New Year, Christian Value's newsletters and our Jigsaw PSHE Curriculum, Holi festival. We aim to have a variety of visitors in from a variety of worldviews each year.
- An audit of our school's curriculum and extra-curricular activities shows that opportunity for children to develop Social, Moral, Spiritual and Cultural (SMSC) awareness permeates through the whole curriculum and ethos of the school.

3. To ensure that the needs of pupils with physical and/or learning disabilities are fully addressed.

- Staff identify the needs of all children early in each school year through assessment and review. These are discussed via a SEND concerns form, at review/parents meeting and at Pupil progress Meetings with the SENDco and Inclusion Lead.
- We have a holistic approach to supporting all children through: involvement of external educational support services (SENDsupported and EP) and working with their recommendations; involvement of medical services and relevant interventions (Occupational Therapy, Physiotherapy, Connect4Health, RISE/CAMHS); engaging in therapeutic approaches (play therapy counselling, THRIVE, Lego therapy (please see the SEN Information Report on our website for more information).
- Specific targeted interventions take place throughout the school; the impact of these are reviewed and monitored regularly with adaptations implemented where necessary. For example, SEND children with physical disabilities are included as far as possible, making a reasonable adjustment to accommodate their needs.
- SEND Policy, SEND Information Report , Pupil Premium Policy Promoting British Values are reviewed annually and ratified by the full governing body. These policies ensure that the needs of children with physical and/or learning disabilities are fully addressed. These policies are available on the school's website.
- The Accessibility Plan has been reviewed and agreed and will be reviewed in 2026 or earlier if necessary. This plan is available on the school's website.

- The school works with external agencies (such as RISE/CAMHS, education psychologists, Speech and Language therapy, SENDsupported) to ensure children receive the specialist support they require.
- Pupil Learning Profiles and associated inclusion documents ensure that the progress of SEND children is tracked and monitored throughout their school life and beyond.

4. To respond positively to the needs of pupils, parents and staff with English as an Additional Language (EAL).

- The school uses the services of WCC EMTAS (Ethnic Minority and Traveller Achievement Service). An annual plan is made to support each of the children with English as an additional language (if necessary, depending on their proficiency scales). To build capacity and knowledge in school this year, two members of support staff have attended the Assessing new arrivals training to support assessment of our EAL pupils.
- Through EMTAS, support is offered to parents in order for them to access school communication, services and wider support.
- The school ensures that staff with EAL are supported to feel part of the community.

5. To eliminate any discriminatory practices and reduce prejudice as much as possible.

- At Harbury C of E Primary School we monitor academic achievement by analysing results and other relevant pupil data by gender, race, ethnicity and any other vulnerable groups. This enables us to ensure that any gaps in attainment are identified early and acted upon.
- All children have work celebrated either around the school through displays or during weekly celebration worship throughout the school year.
- Staff ensure that displays around the school reflect a variety of positive images.
- Staff are aware of the needs of each individual and caters for them appropriately. Every day is a new day and children are not prejudged on prior behaviour. All staff speak in the same manner to all children, avoiding bias when praising or disciplining through use of school systems such as the 'moral code' and the [Behaviour Policy](#) to frame conversations. Praise is given for effort and is specific and meaningful to the child.
- Attendance is monitored by Senior Leadership and the attendance governor using criteria set out in the [Attendance Policy](#). Leave of absence is granted for exceptional circumstances ensuring that no group is disadvantaged or discriminated against as a result of the decision made.
- Children sit with 'talk partners' these change on regular basis and are selected randomly. This system has improved relationships within each class as all children are expected to work collaboratively with every other child in the class.
- Cold calling is used to select children randomly to respond to questions after they have discussed the options with their talk partner. This ensures that no bias is given when asking

children to take part in classroom discussion. This strategy is within 'a safe learning culture' (i.e. children are confident that they won't be criticised for getting things wrong and are encouraged to have a go).

- In Year 6 children are 'buddies' supporting children during break and lunch times.
- Provision is made available for individual children, who may not have time or support at home, to complete homework online. This includes access to IT equipment when necessary. There is a Homework Club for KS2 children to support them with the resources and quiet space they need to work after school.
- Pupil voice is important at Harbury C of E Primary School and the School Council (made up of a child from each class, elected by their peers) have an important role in school improvement. The ideas have been implemented and their views sought on many issues including mental health and how they can keep themselves active. As a result: an outdoor running track was introduced and we had a whole school skipping day which was very popular. They also discussed: What they love about our school curriculum and why. Also how they felt we could improve the curriculum. Pupils have led worship on key issues like Pride month in June, protecting the world's endangered creatures, fundraising for a family to buy a wheelchair, growth mindset month where we all learnt braille, which one of our pupils uses.
- The school takes part in Anti-Bullying week every year
- Neurodiversity Club organised by Thrive Practitioner
- Assemblies are inclusive and we have visitors from a variety of worldviews and we also use Lyfta to show a variety of countries from around the world.

6. To promote positive attitudes towards the richness provided by individual diversity and cultural variety.

- At Harbury C of E Primary School, diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. In promoting diversity we meet different needs creatively to ensure opportunities are available to all and every child's potential is fulfilled. One of our key school values is inclusion.
- We treat all of our school community with respect and kindness:
- Culture is about the way we behave towards one another – school governors, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences.
- Our school governors are welcomed into school and work in partnership with other staff members. Employees, parents and children are listened to and this has been demonstrated in organisations which we have had come into school e.g PC Parry to talk about online safety, PCSO to speak about anti-social behaviour week. We have had parents lead assemblies like Big Green Week.
- Harbury PTA are supported through meetings and volunteers from the school staff to assist with events. We have worked hard to ensure that staff morale and well-being is high by seeking their views through a well-being survey.
- In school we provide a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination. We have updated our curriculum to ensure that we are teaching children about injustice in the world and how to challenge this. Also, about how we all can contribute to seemingly 'giant' world issues like protecting our planet. In our new curriculum for 2023, we have woven in diversity, power/governance, sustainability, human rights, activism and equality throughout.

- **Our PSHE Curriculum delivered through Jigsaw promotes:** relationships, health and Well-being, responsibilities, keeping healthy, taking risks, living in the wider world, celebrating difference, different emotions, who can help us, working together, valuing difference, understanding and practising democracy, stereotypes, healthy lifestyles, managing feelings, lifecycles, safety online, communication and participation, peer pressure, sexual orientation, discrimination and equal opportunities, sex education, saying no, managing risk and change, cyberbullying and personal safety.
- **Our RE curriculum teaches:**
 - Religious education in the foundation stage:**
RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

The aim(s) of RE

The aim(s) of RE The threefold aim of RE elaborates the principal aim. The curriculum for RE aims to ensure that all pupils:

- 1. Know about and understand a range of religions and worldviews so that they can:**
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals identify,
 - investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.
- 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

Review completed July 2025

by Senior Leadership and Governors; ratified by the Full Governing Body.

The Governor in charge of Equality & diversity has met with the headteacher this academic year to review the Equality & Diversity Policy and discuss these objectives.