



SINGLE EQUALITY POLICY



Document Status -

Policy Authors

Policy Created Date March 2021

Policy Previous Review Date March 2025

Current Policy Date March 2026

Policy Review Frequency Every Four Years

Date of Next Review March 2030

Committee/Approver of Policy Health, Safety & Safeguarding Policy

Single Equality Policy

2025-2030

1. Our Intent

At Hollinswood Primary School & Nursery we aim to develop every child's skill, knowledge and attitudes for them to become effective learners.

We equip children with confidence, competence and curiosity to face uncertainties and exercise initiatives and personal responsibility.

Our curriculum is relevant and meaningful to the children, putting knowledge into context. We teach knowledge alongside skills ensuring children develop the skills to construct arguments, balance evidence and shape their role as a learner.

We believe the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learners, nurturing their curiosity for new experiences and knowledge.

Children leave Hollinswood Primary School and Nursery with a sense of belonging to a community where they have the confidence and skills to self-evaluate, make choices and become effective learners. Our children will have the mental agility and emotional stamina needed to thrive in an ever-changing society.

2. Information from Pupil Data and School Audit

In January 2013 Hollinswood Junior School merged with Hollinswood Infant School and Nursery. The merger presented an excellent opportunity for the schools to combine the expertise, passion and talent that existed across both sites in creating an all through Nursery and Primary School that will benefit the community of Hollinswood.

The schools and their environment

There are currently 361 pupils on role including a 52 place part-time nursery. There are 173 girls and 188 boys. Of these 182 have English as an additional language. Overall there are 102 pupils eligible for free school meals. There are 80 pupils who are on the register for Special Educational Needs. Overall children enter the school at standards just below the national average.

The school is well equipped and resourced over the two sites. There are 8 teaching bases with shared activity areas in the Farah site and 7 teaching bases with shared activity areas in the Bushell site. The school benefits from having two halls each with integral PE equipment and audio-visual systems. There is also a large separate dining room on the Farah site used for dance, drama and PSHE.

Additionally, there is a library, a cooking area, two group teaching rooms, a computer suite and two inclusion rooms. We have excellent outdoor play facilities including jungle gyms, Quiet areas, football and basketball posts and lots of outside seating.

From September 2019 we have had a specialist provision hub onsite based at Hollinswood Primary School & Nursery (Farah Site) that caters for KS2 children with communication and interaction needs, including those with Autism and associated cognition and learning difficulties. This provision will be managed in partnership with Houghton Special School and will provide an inclusive option which bridges the gap between special and mainstream schools, offering greater choice for parents and means children with more complex SEND are educated alongside their mainstream peers. The children will be on roll at Houghton School but will wear the uniform of Hollinswood Primary School & Nursery as they will feel part of the school community.

There is also a private day nursery, ABC that is based on the Bushell site.

The school runs successful extra-curricular lunchtime clubs/activities and also offers a range of afterschool clubs including those provided by professional organisations.

School Characteristics (As at March 2026)

Pupils –

Total number of pupils is 361.

(188) 52.00% of male pupils

(173) 48.00% of female pupils

(102) 32.00% of pupils entitled to a Free School Meal (exc Nursery)

(62) 17.00% of pupils identified as having Special Education Needs (School Action & School Action Plus)

(18) 5.00% of pupils identified as having a statement of Special Education Needs

(182) 50.00% of pupils first language is other than English

(193) 53.00% of pupils whose ethnicity is other than White British

(2) 1.00% of pupils are classed as having a disability

(134) 37.00% of pupils classed as having a medical need (inc Asthma)

Staff –

Total number of staff is 61 (inc 3 Houghton Hub staff, 2 Supply Teachers, 1 EAL Teaching Assistant, 2 Caretakers and 1 Sports Coach)

(7) 11.00% of male staff

- (54) 89.00% of female staff
- (1) 2.00% of staff first language is other than English
- (4) 7.00% of staff whose ethnicity is other than White British
- (0) 0.00% of staff classed as having a disability
- (23) 38.00% of staff classed as having a medical need (inc Asthma)

Facilities –

- 3 disabled toilets at Bushell Site
- 2 disabled toilets at Farah Site
- 1 hoist in disabled toilet at Farah Site
- 1 height adjustable changing bed in disabled toilet at Farah Site
- 1 height adjustable changing bed at Bushell Site
- 1 internal ramp at Farah Site
- 3 external ramp at Farah Site
- 1 external ramp at Bushell Site
- 1 internal stair lift at Farah Site
- 14 visual fire alarms at Bushell Site
- 1 hearing aid transmitter at Farah Site

Mainstreaming Equality into Policy and Practice

As well as the specific actions set out beneath this policy, the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;

- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Hollinswood Primary School & Nursery.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. The 9 protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the Law

The Equality Act 2010

There are two kinds of duty that schools must meet.

1. The Public Sector Equality Duty
2. The Specific Duties

The action plan at the end of this Equality Policy outlines the actions Hollinswood Primary School & Nursery will take to meet the general duties.

The Public Sector Equality Duty under the Equality Act 2010 places a duty on schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and persons who do not share it
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

Under our specific duty we will:

- Prepare an Equality Policy.
- Assess the impact of our policies, including this Policy, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability

This section should be read in conjunction with the school's **Special Educational Needs Policy, Our Local Offer and Accessibility Strategy**.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Equality Act 2010 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal Duties

The Equality Act 2010 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Policy which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Gender Equality

The Equality Act 2010 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Policy which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2010 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to

promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. Consultation and Involvement

It is a requirement that the development of this policy and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the action plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings/INSET;
- Feedback from the school council, PSHE lessons;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The Role of Governors

- The governing body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The Role of the Headteacher (or Senior Leader responsible for Equalities)

- It is the Headteacher's role to implement the school's Equality Policy and they are supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of all Staff: Teaching and Non-Teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:

'any incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incident

Types of discriminatory incidents that can occur are:

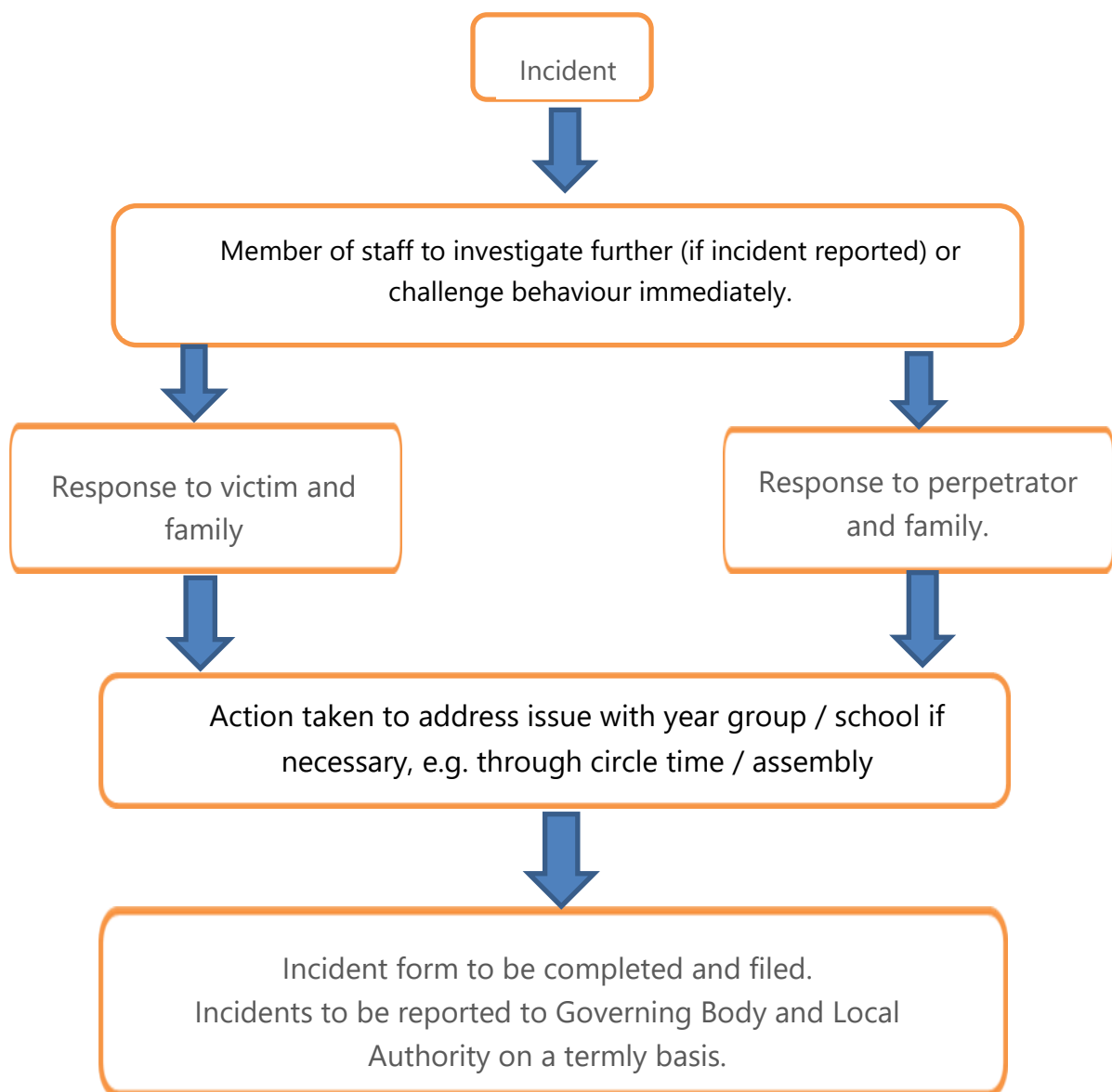
- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;

- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Reporting Procedure



8. Review of Progress and Impact

The policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan **(See Appendix A)** annually and review the **entire policy and accompanying action plan on a four-year cycle.**

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing the Policy

In order to meet the requirements of the Equality Act 2010

- Publish our policy on the school website;
- Raise awareness of the policy through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

APPENDIX A – ACTION PLAN

The duty to report racist incidents and the publication of the Equality Policy to meet the Disability and Gender Equality legislation must be included in the action plan below. For further examples of actions please see Appendix B.

Hollinswood Primary School & Nursery Subject Action Plan April 2026-April 2027

Target	Success criteria – Measurable and with timeframes	Actions To be adjusted at each term evaluation session	Resources and key person responsible	Monitoring activity	Evaluation Key evaluation questions/ Impact statements
Spring Term 2026 Update Policies related to Diversity in School (Single Equality Policy.)	Policy is brought up to date according to current guidance.	Policy to be updated	KO		Is all information up to date for the time the policy is written? Does it encompass the protected characteristics? Does it reflect the Equality Act 2010?

Summer Term 2026 Diversity Learning Walk Pupil interviews	How is Diversity reflected in our school? Are we understanding and celebrating the cultural diversity of our school cohort?	Learning Walk to take place in all areas of school. Areas to consider: • Reception – Entrance areas • Halls • Classrooms • Displays • Book areas • Inclusion rooms • Corridors • Staffrooms Pupil interviews/questionnaire.	KM KO BS (Governor) Resources may be needed to update areas, for instance dual language books/books that reflect cultural diversity and religion, books celebrating women/disability, posters showing different countries/cultures/religions/nationalities. KM	KM to analyse findings and feedback to staff in staff meeting. Follow up learning walk to be planned for Autumn 2 2026 to check development points have been followed up. KM to analyse answers given and feedback to teachers. Follow up in Autumn 2026 if development points are identified.	How well does our school acknowledge and celebrate diversity? Does our school value and showcase our cultural and religious groups? For instance, are resources produced suitable for children with identified disabilities? Does each class celebrate language of the half term? How do we raise awareness of Diversity? Do children feel that their cultural and religious beliefs are supported and celebrated? Where are the good examples? Where do we need to improve?
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				Development points to be addressed in Autumn term CPD.	
Autumn 2026 Diversity Staff Meeting/CPD	How can we ensure the inclusion of Diversity throughout our curriculum?	Invite MDT???? to staff meeting to discuss ways of ensuring diversity is inherent in the delivery of our curriculum.	KO KM		Do we think of creative ways to be inclusive in our teaching/resources? Are we actively using multicultural resources? Do we consistently reflect the protected characteristics? What is good? What needs to be better? Are opportunities sufficiently identified across all subjects? Are these being adapted and implanted in MTP's?

Two Year Overview Diversity review	Are there identified opportunities to address equality and diversity on the two year overview?	CWG leader & CWG to review two year overview in CWG meeting and ensure that opportunities for Diversity are clearly identified and being utilised in planning. <i>Linked to CWG action plan.</i> <i>See RAP Spring 2021</i>	CT KM CWG		Where is the evidence to be found? Do teaching staff need further information and CPD about using the links?
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APPENDIX B – FURTHER ACTIONS THE SCHOOL WILL TAKE.

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Policy;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Policy through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well-being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users; providing communication in larger print etc).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;

- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.
- Promote the schools Teaching and Learning Policy that includes how we Prepare Pupils for Life in Modern Britain.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.