East Meon Church of England
(Controlled) Primary School

Equality Policy

Learning inspired by love, hope and courage.

Approved by Full Governors:	4th November 2026
Reviewed by:	Marcel Penarroja (Headteacher)
Next review due by:	November 2027 (Information) / November 2030 (Policy & Objectives)

1. Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.
We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.
This document outlines the principles which will guide our approach to working with our school community and enabling an open culture, inspired by our core Christian values of **Love, Hope, and Courage**.
For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

2. National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to:

- Age (applicable only to staff)
- Disability
- Gender reassignment
- Race
- Sex
- Maternity and pregnancy
- Religion or belief
- Sexual orientation
- Marriage and civil partnership (applicable only to staff)

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

3. School Context

East Meon Church of England Primary School is a small rural voluntary controlled primary school serving pupils aged 4 to 11 in East Meon and surrounding Hampshire villages. As a church school, our vision and values underpin our commitment to every child's individual flourishing.
We collect equality information regularly to monitor the profile of our pupils and workforce,

ensuring that all pupils receive tailored support and that reasonable adjustments are made
where required. Further detail on our school demographics, pupil characteristics, and analysis can be found in Appendix A of this policy.

4. Guiding Principles

To fulfil our legal obligations and model our Christian ethos, we are guided by the following principles:

Principle 1: All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

Principle 2: We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- **Disability:** We understand that reasonable adjustments may need to be made. ● **Sex:** We recognise that girls and boys, men and women have different needs. ● **Gender Reassignment:** We recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, are undergoing or have undergone a process for the purpose of reassigning their sex.
- **Religion and Belief:** We acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- **Ethnicity and Race:** We appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- **Age:** We value the diversity in age of staff, parents and carers.
- **Sexual Orientation:** We respect that individuals have the right to determine their own sexual identity without experiencing disadvantage.
- **Marriage and Civil Partnership:** We recognise that staff, parents and carers make their own choices in personal relationships without disadvantage.
- **Pregnancy and Maternity:** We ensure that staff, parents and carers do not experience unfair disadvantages due to pregnancy or maternity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other.
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics.

Principle 4: We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle (recruitment, retention, development, and progression) are applied fairly and consistently across all groups with full respect for legal rights.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities.

Principle 6: We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity. For pupils, we consult via the School Council; for parents, through parent governors; and for staff, through staff representation.

Principle 7: We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide equal opportunity to participate in public life irrespective of protected characteristics.

Principle 8: We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the Public Sector Equality Duty (PSED) set out under section 149 of the Equality Act 2010. Current equality information is reviewed annually.

Principle 9: We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on gathered evidence and stakeholder engagement. Our objectives take into account national, local authority (Hampshire County Council), and school-level priorities (see Appendix B).

5. Application of Principles Across School Life

The principles outlined in this policy statement are applied and reflected in:

- **The delivery of the school curriculum:** Ensuring inclusive content that reflects diverse perspectives and celebrates differences.
- **Teaching and learning styles:** Adapting approaches to ensure accessibility for all learners, including pupils with SEND.
- **Pupil progress, attainment and achievement:** Tracking performance across pupil groups to target support and close gaps.
- **Admissions and attendance procedures:** Ensuring fair treatment and proactive support for families.
- **Staff development and employment practices:** Maintaining equitable recruitment and support.
- **Care, guidance and pastoral support:** Providing robust ELSA and pastoral support grounded in dignity and respect.
- **Behaviour and discipline policy:** Implementing restorative approaches and positive reinforcement ("Be kind and work hard").
- **Partnership with parents, carers and the wider village community:** Maintaining open, respectful, and accessible communication channels.

6. Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded on CPOMS and dealt with promptly and appropriately in accordance with our Anti-Bullying and Behaviour Policies.

7. Roles and Responsibilities

The Governing Body: Responsible for ensuring that the school complies with equality legislation, and that this policy and its related action plans are fully implemented.

The Headteacher (Marcel Penarroja): Responsible for implementing this policy, ensuring staff are informed and trained, and taking appropriate action in any cases of unlawful discrimination, harassment, or victimisation.

All Staff: Expected to promote an inclusive culture, challenge inappropriate or discriminatory language and behaviour, and adhere to the principles of equality in their daily teaching and conduct.

8. Monitoring, Evaluation and Review

The Full Governing Body will review equality information annually and refresh equality objectives at least every four years.