# Equality Policy

**Approval: School - to be published on website**

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# Equality Policy

## Introduction

At Rickmansworth Park JMI School, the children are at the heart of all that we do. We have a strong tradition of promoting excellence and supporting ambition within a caring, inclusive, happy and safe environment.

Our guiding principles are:

- **To provide an education which develops the whole child.**
- **To provide a broad and balanced curriculum with a strong focus on enrichment opportunities.**
- **To teach children to understand their own rights and to respect the rights of others.**

Rickmansworth Park School is a Rights Respecting School, based upon the United Nations Convention for the Rights of the Child. We are proud to have achieved the Gold Award in July 2019. Since then, we have been re-accredited every 3 years – most recently in November 2025. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships. We believe that being a rights-respecting school promotes equality and enables us to develop successful, responsible citizens for the future.

**Article 2** (without discrimination)
The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

## Context

The Equality Duty (section 149 of the *Equalities Act* 2010) is a duty placed on public bodies such as Rickmansworth Park Primary School (hereafter referred to as the school) to ensure that it considers the needs of all pupils and staff in the day-to-day running of the school when shaping policy and delivering services.

The *Equality Duty* encourages schools (public bodies) to understand how different people will be affected by their activities so that policies and services are appropriate and accessible to all and meet different people's needs.

The school recognise that these duties reflect international human rights standards as expressed in the *UN Convention on the Rights of the Child*, the *UN Convention on the Rights of People with Disabilities*, and the *Human Rights Act*.

This Equality Policy is inclusive of our whole school community – pupils, students, staff, parents/carers, visitors and partner agencies – who are engaged with, who are involved in and who contribute to its development.

## Aims

In order to sustain equal and inclusive practices and ensure that they are embedded across all aspects of school life the aims of this policy are to:

• maintain an atmosphere of dignity and fairness based on the school's ethos and vision;
• encourages pupils and its community to develop themselves and respect differences and to become independent learners and take responsibility for their actions and be good citizens;
• to build a cohesive school community where all stakeholders can thrive;
• to promote pupil's spiritual, moral, social and cultural development.

## Due Regard

The school recognises its responsibilities under the *Equalities Act* to have due regard to:

• eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
• advance equality of opportunity between people who share a protected characteristic and people who do not share it;
• foster good relations between people who share a protected characteristic and people who do not share it.
By having due regard the school is incorporating the three aims of the Equality Duty as part of its decision-making processes and it will reflect on how it:
• acts as an employer;
• develops, evaluates and reviews policy;
• designs, delivers and evaluates its services;
• commissions and procures from others.

To advance equality of opportunity the school will aspire to:

• remove or minimise disadvantages suffered by people due to their protected characteristics;
• meet the needs of people with protected characteristics;
• encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

## Protected Characteristics

The *Equalities Act* outlines to the following protected characteristics
• age;
• disability;
• gender reassignment;
• marriage and civil partnership;
• pregnancy and maternity;
• race;
• religion or belief;
• sex;
• sexual orientation.

(Marriage and civil partnership is in respect of the requirement to have due regard to the need to eliminate discrimination.)

## Guiding principles

In our pursuit for the advancement of equality and fulfilling our legal obligations under the *Equality Act* we are guided by the following principles:

## Principle 1

*All learners are of equal value.*

We see all learners, potential learners and their parents and carers as of equal value:
• whether or not they are disabled;
• whatever their ethnicity, culture, national origin or national status;
• whatever their gender and gender identity;
• whatever their religious or non-religious affiliation or faith background;
• whatever their sexual identity.

## Principle 2

*We recognise and respect difference.*

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities will not discriminate but must nevertheless take account of the differences of life-experience, outlook, background and in the barriers and disadvantages which people may face, in relation to:
• disability, so that reasonable adjustments are made;
• ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
• gender, so that the different needs and experiences of girls and boys, and women and men are recognised;
• religion, belief or faith background;
• sexual identity.

## 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 towards disabled people;
• positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
• mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

## Principle 4

*We observe good equalities practice in staff recruitment, retention and development*

We ensure that our policies and procedures should benefit all employees and potential employees in recruitment and promotion and continuing professional development:
• whether or not they are disabled;
• whatever their ethnicity, culture, religious affiliation, national origin or national status;
• whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

## Principle 5

*We consult and involve our school community*

Whenever practicable our school community will be given accessible opportunities to be involved with the development of the *Equality Policy*. Should opportunities arise, they will be encouraged to attend any relevant meetings and activities related to this policy. Parents/carers will also be informed of any incident related to this policy which would directly affect their child.

## Principle 6

*Society as a whole should benefit*

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion through the curriculum and school practice and procedure.

## Principle 7

*We base our practices on sound evidence*

We maintain and publish quantitative and qualitative information about our progress towards greater equality and achievement in relation to the following groups:
• disability and special educational needs;
• looked after children;
• pupil premium pupils;
• deprivation;
• EAL pupils;
• gender groups.

## Principle 8

*Objectives*

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved.

Every year we draw up an equality action plan, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

## Ethos and organisation

The school's *Guided Principles* apply to policies and practices with regard to:

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and well-being;
- teaching and learning;
- assessment;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

## Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice:

- disability and special educational needs;
- racism and xenophobia, including those that are directed towards religious groups and communities, for example: antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum;
- sexism and homophobia.

We take seriously our obligation to report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to promote the school's inclusive and collaborative ethos and report and/or deal with any prejudice-related incidents that may occur and plan and deliver the school's Spiritual, Moral, Social and Cultural and Personal, Social, Health and Economic programmes of study.

## Inclusion

The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice. The school will ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## Links to other documents

- SEN/D Policy
- Accessibility Policy
- School Development Plan
- Anti-bullying Policy
- Whistle Blowing Policy

## Procedures for policy monitoring and dissemination

The policy statement will be reviewed by the school and board of governors. All members of staff and governors will receive a copy of this policy. Copies are available to parents on request electronically and/or in hard copy format.

## Persons responsible

Head Teacher
Deputy Head
Board of Governors