Equality policy

Sir John Heron Primary School

Version: 9, **Last reviewed:** 11/2025	**Authorised by:** N Ishaq
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This policy will be reviewed annually. In line with legislation, the equality objectives will be re-published formally, at least every 4 years.

Equality Policy

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.
It has consolidated this legislation to provide a single source of discrimination law.

Rationale:

At Sir John Heron Primary School there is a commitment to providing equal opportunities to everyone within the School's learning community, including staff, governors, pupils, parents and visitors to the School.

At Sir John Heron we will not tolerate racism, sexism, homophobia relating to gender or sexual orientation, prejudicial attitudes towards culture, religion, and special educational need/disability, bullying or any other oppressive behaviour.

Discrimination in any form is actively discouraged and students are encouraged to show respect for others. We recognise the important role which school plays in helping to form attitudes and values in young people and will actively promote anti discriminatory behaviour and work to prevent anti-social behaviours.

As such, Sir John Heron will ensure a learning and teaching environment which is free of discrimination. Education is about maximising opportunities for personal growth and fulfilment. Opportunities will be available to all, regardless of ability, age, gender, ethnic or social background. These opportunities are secured through positive action by the School and the community.

At Sir John Heron Primary School we celebrate diversity of culture, race and talents and try to ensure that every one is given opportunities to value their own contribution to the School and to have this noticed and valued by others .The School's mission is to ensure that students of all backgrounds play an active part in our community.
We seek to give all students equality of opportunity, irrespective of gender, ability (both physical and mental), race or religion. We seek to close the gap between the achievements of different groups of young people so that all have equal opportunities in their adult life and empower them in all areas of life to contribute purposefully to society. This is fully reflected in our School's vision and values, which seeks to promote good relationships between everyone in the School community, building an atmosphere of mutual trust and confidence.

Who comes to our school?

Sir John Heron Primary school is in the heart of Newham. We have a resource provision for pupils with Profound, Multiple Learning Difficulties (PMLD).

Total number of pupils on roll	436
Percentage of boys on roll	53%
Percentage of girls on roll	47%
Number of children on the SEND Register	129
Percentage of SEND pupils with a statement or EHC plan	18.6%
Percentage of pupils with English not as first language	87.6%
Percentage of pupils eligible for FSM at any time during the past 6 years	33.9%

Table updated October 2025

Aims

At Sir John Heron we are committed to the following principles:

- To ensure high quality education for all students.
- To ensure all staff have high expectations of all students.
- To support the positive development of all personal and cultural loyalties and identities, preparing students for full participation in society.
- To promote the principles of equality, respect, fairness, justice and British values for all.
- To develop universal values and citizenship by celebrating cultural diversity and supporting students in developing a positive self-image.
- To provide students with equal access to the full range of learning opportunities.
- To promote good relations between people of different racial groups, challenging stereotyping, prejudice and acting promptly to remove any forms of direct or indirect discrimination.
- To collect information with regard to ethnic origin for monitoring purposes.

The Role of the Headteacher is to:

- ensure that School policies take account of equal opportunities;

- implement and review the School's Equality policy;

- ensure that all members of the School community are aware of and implement the policy;

- ensure that the policy is implemented with regard to staff selection and appointments;

- take seriously reports of discrimination from parents/carers, students or staff by investigating them and ensuring that appropriate action is taken, and;

- ensure that information with regard to ethnic origin is collected and entered into the School Management Information System and that this information is used as part of the monitoring of equality of opportunity in line with the Data Protection Act.

Specifically this includes ensuring:

a) cover for absent colleagues is fairly distributed;

b) requests for leave of absence are consistently and fairly met;

c) duties are fairly allocated;

d) non-contact time is distributed according to the recommended formula;

e) workload expectations are reasonable;

f) interviewing procedures adhere to the Newham borough policy;

g) equal access to professional development is provided and

h) pay and conditions are implemented through appraisal according to the Teachers pay and conditions documents, taking into account the following:

- Monitoring curriculum planning.
- Monitoring School procedures and organisation.
- Undertaking initiatives to improve provision for all students.
- To create an environment which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

The role of the leaders of learning

When designing schemes of work, this policy will act as a guide both in their choice of topics for study and in how to approach sensitive issues:

1. To ensure opportunities are provided in curriculum content to promote students' understanding of different environments and societies other than their own.

2. When devising curriculum policies and selecting resources all staff will ensure that teaching material is non-discriminatory.
3. To provide balance in themes or topics and planned learning experiences, taking into account the interest of both boys and girls.
4. To implement strategies to raise levels of achievement, aspirations and self-esteem in all students.

The Role of the Teacher

The teacher has a crucial role in providing for equal opportunities and enabling students to develop universal values that encompass the principles of equality, respect fairness and justice.

1. The class teacher will ensure that all students are treated fairly, equally and with respect.
2. They do not discriminate against any child.
3. When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature.
   Teachers will strive to provide material which gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
4. Will choose learning styles and teaching strategies that avoid gender bias and stereotypical and that also reflect the diverse and multi---racial nature of our society.
5. Will use teaching styles, methods, language, questioning and classroom management that includes and engages all students.

Whole School Application

a. Admissions
The School follows the local authorities' admissions policy and criteria. The School does not permit gender, race, colour or disability to be used as a criteria for admission.

b. Registration
School lists are organised chronologically or alphabetically, not by group (unless this is required by an outside agency for a particular purpose).

Student's names will be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from other cultures.

c. Discrimination
All forms of discrimination within the School will be treated seriously.
Incidents will be logged whenever they take place in the School. It will be explained to the perpetrator why the behaviour is unacceptable.

d. Curriculum
All students have access to the School's curriculum Staff are aware how their own expectations affect the achievements, behaviour and status of each student.

The curriculum is balanced, objective and meet the needs of all students, in line with the requirement of the National Curriculum.

e. Resources

The School's aim is to provide for all students according to their needs, irrespective of gender, ability or ethnic origins. In selecting curriculum resources, staff should aim to present positive images that are non-racist and non-sexist. Students should be presented with accurate information about similarities and differences between cultural groups.

f. School and Classroom Organisation

1. Equal opportunities will be considered when grouping students for activities. This may involve special specific groupings to ensure that every child participates fully.
2. Each child will be given opportunities to exercise responsibility within the classroom or the School, with care taken regarding stereotyping of roles. We see boys and girls equally in the opportunities we provide for achievement and leadership.

g. Resources:

1. Books and resources are checked before use to ensure that they do not give a stereotypical or over-simplified view in terms of gender, race, culture or disability.
2. When choosing new materials we seek balance in the representation of the gender and minority groups, looking for positive role models in stories and settings.
3. Language used in resources is monitored for bias so that we do not promote negative or derogatory images.
4. Display materials and illustrations reflect the diversity of our society where appropriate and show both men and women in positive situations and roles.

h. Strategies for creating an equal opportunities environment:

1. Positive reinforcement of good behaviour, rather than giving a high profile to students who are misbehaving, including use of praise, certificates and rewards.
2. Clear and concise School rules, phrased in terms that the students can understand. All students need to understand that name-calling, bullying or biased attitudes and behaviour are unacceptable in our School.
3. Changing groupings for specific tasks, so that students have opportunities to join in co-operative activities with different people.
4. Creativity and role-play, including acting out feelings or conflicts, in order that students can see why their behaviour is unacceptable and be encouraged to change their attitudes.
5. Visits from people who have non-stereotypical jobs.
6. Visits from people from different races and cultures.
7. Visits from disabled people.
8. Contacts with multi-ethnic Schools and Academies.
9. Taking part in multi-cultural activities and events.
10. Contact with disabled students.

11. Recognition and praise for all forms of achievement from all students.

i. Personnel and staffing issues:
The School affords equal treatment to all its employees and prospective employees. The aim of this policy is to ensure that no job applicant or employee receives less than favourable treatment on grounds of disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex or sex orientation, or is disadvantaged by any conditions or requirements which cannot be shown to be justifiable. Selection and promotion criteria will be kept under continuing review to ensure that individuals are selected and promoted on the basis of their relative merits and abilities, having agreed to the need of the specific job. Where possible, training will be given to enable employees to have an opportunity of promotion and progression according to their ability and potential.

j. All staff
1. All our staff will challenge incidents of prejudice or racism.
2. Serious incidents are recorded and reported to the attention of the Headteacher.
3. All staff will support the work of other colleagues and intervene in a positive way against any occurrence of discrimination.

Action in Cases of Discrimination against Students

All staff must challenge incidents of prejudice or discrimination. Incidents are to be recorded using the system, Track It Lights, and reported to their line manager who is responsible for reporting to the Headteacher and DSL. Upon speaking to a member of the safeguarding team, this may also be recorded on the safeguarding software, CPOMS.

Serious Incidents

If a students or a group of students are found to be in breach of the Equality policy, the School will apply an appropriate sanction, which will be recorded on Track It Lights/CPOMS and the student's personal file. The following sanctions may be used:
- fixed-term exclusion, and
- play time detention
- A meeting with parents
- Missing out on treats such as end of year trips, cinema, etc
- Child may be put on report to the phase leader or person in charge of behaviour

Discrimination by Staff

All staff are required to adhere to the Sir John Heron equality policy. A thorough investigation will be invoked if it is found that the equal opportunities polices have not been adhered to. This could lead to action under the school's disciplinary policy.

Discrimination against Staff

If a member of staff believes that they have been subject to discrimination they should report the matter to the Headteacher. If they feel unable to discuss the matter with the Headteacher they may refer to Governing Body, who will respond. The Headteacher will make a record of the interview with the member of staff and both should sign it as an accurate record. The Headteacher is responsible for conducting an investigation within four working days and informing those concerned of the outcome. The disciplinary procedure is followed if a member of staff is found to be in breach of the Equality Policy**.**

Monitoring and Review

It is the responsibility of the Headteacher to ensure that there is a procedure in place to monitor and evaluate:

- the progress of students of all groups compared to the progress made by other students in the School;
- the staff appointment process, so that no-one applying for a post is discriminated against;
- behaviour incident records and exclusions are kept to ensure that students from minority groups are not unfairly treated and
- the impact of additional support on standards achieved. Any changes to the policy required as a result of monitoring the effectiveness of the policy and or changes in the law must be disseminated to students, parents and staff.

Access and Disability

The School has a duty under the Equality Act 2010 to provide access to the site and its facilities or to have a place to do so. Sir John Heron Primary School is committed to ensuring that all reasonable adjustments and alterations are made to ensure that no students with a disability is disadvantaged compared to students without a disability.

Parents/carers are encouraged to provide information with regard to age, sex and ethnic origin for monitoring purposes as per the Data Protection Act.
An individual's race, nationality, ethnic origin, sex, disability or religious beliefs do not form part of the admissions process in School.

In order to decide whether the School can meet the needs of a students, parents are requested to complete the part of the Registration Form detailing whether a student has a disability, special educational need or medical condition.

The School may also take advice and arrange for assessments. Where it is practicable, reasonable adjustments are made to enable a student to be admitted. All pupils have access to the national curriculum and lessons are planned to a high quality. Where differentiation applies PMLD pupils have access to a soft play and sensory room to meet their sensory needs and their learning may be delivered through sensory activities. Sir John Heron has 3 hygiene rooms, which can be used to tend to personal hygiene needs; a medical room to meet medical and physical needs, and two lifts for all pupils to access the whole school.

The Headteacher is responsible for:

- Reviewing the School's policy, procedure and facilities with regard to the admissions, physical layout of the School and its facilities, access to the curriculum and extracurricular activities;
- Drawing up a disability plan as part of the School Strategic and Operational Plan which makes recommendations to improve accessibility.

To meet the requirements of the above the governing body will:

- Assess and monitor the impact of the Equality policy on students, staff, and parents, in particular the attainment levels and participation of students from different groups;
- Record racist incidents and respond to them in the most appropriate way and
- Review the policy on an annual basis.

Equality Objectives for the period September 2023 – August 2027

Objective	Which group(s) with protected characteristics will this benefit?	How will we measure our success?	Evaluation (November 2025)
To promote cultural development and understanding through a rich range of experience, both in and beyond the school.	Disability, Gender, Race, Religion or belief, Sexual Orientation, Gender reassignment	Pupils in the school will have a wider experience of a divergent society. Children understand that they are part of a multi-faith society and learn the values of other religions.	Each year group visits numerous places of worship in a year. Representative text and weekly PSHCE lessons promoted tolerance and an understanding of differences. In children have a better understanding and tolerance of cultural differences resulting in a reduction in serious racist incidents has been noted.
To ensure that all pupils are given access to a broad and balanced curriculum that meets their individual needs.	Disability, Gender, Race, Religion or belief.	All children receive the full curriculum offer across all subjects. PMLD and SEND children have a personalised curriculum offer to meet their individual needs. All children receive Quality First Teaching.	Units of work have been planned and delivered in a creative/practical manner. An increase in the number of visits per term have allowed more children to understand ideas through experience. Staff training on differing SEND areas has supported personalised planning. The Thinking School approach ensures lessons are delivered where for example, cognitive load and repeated exposure are considered. Pupil voice indicates children enjoy learning and can access this.
To ensure the school environment is as accessible as possible to all pupils, staff and visitors.	Disability, Gender	All pupils able to access learning and environment. Reasonable adjustments are made to meet the needs of pupils and staff.	Pupils with PMLD, ASC and complex needs attend PE with their peers. They have access to all visits where they have been involved in the learning. Adaptations have been made to the school to allow for SEND staff or pupils to access the school site/learning.

To eradicate prejudice related to bullying in relation to the protected characteristics listed in the Equality Act 2010.	Disability, Gender, Race, Religion or belief, Sexual Orientation, Gender reassignment	No recorded incidents of specific name calling i.e. homophobic/racist. Improve everyone's understanding of the implications of homophobic name calling. Parents to work with the school to eliminate prejudiced behaviours.	The number of serious homophobic and racist incidents have reduced. Where this may have occurred, these instances have been used as opportunities to educate the pupils involved, their families and pupils in general.
Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially pupils eligible for free-school meals, pupils with special educational needs and disabilities and looked after children.	Disability, Gender, Race, Religion or belief.	The gap between SEND pupils and non-SEND pupils will be narrowed. All pupils make good or better progress from their starting points. Attendance is at least 95% for all groups including disadvantaged children.	End of KS2 data indicates both disadvantaged and SEND pupils attain above national. However, across other year groups this varies. Attendance averages around 94% for all pupils and is increasing year on year post Covid. This objective continues to be a focus.

APPENDIX

Annex 1:
Definition of Discrimination

Discrimination in recruitment is unlawful and can be identified as direct/indirect discrimination, harassment, segregation and victimisation. Direct discrimination occurs when a person or group is treated less favourably than others are or would be treated in the same or similar circumstances.

Indirect Discrimination involves the inclusion of a condition or a requirement which adversely affect applications from a large proportion of persons. Harassment consists of any repeated and unwanted comments, looks, suggestions or physical contact that a person finds objectionable and offensive and causes them discomfort at work.

Segregation is unlawful and occurs when a person or group of people are kept separate from others on the basis of their particular race or sex.

Victimisation is unlawful and occurs where a person is treated less favourably than others would be in the same circumstances.

Annex 2:
Examples of incidents requiring serious response

Race:

(a) a physical Assault against a person or group because of colour or ethnicity;
(b) verbal abuse, derogatory name calling, insults, threats, racist jokes;
(c) racist graffiti;
(d) issuing/wearing of racist materials e.g. leaflets, magazines, insignia;
(e) inciting others to behave in a racist manner;
(f) making racist comments or suggestions in the course of discussions or lessons;
(g) refusing to co-operate with colleagues or students because of colour or ethnic origin;
(h) excluding students from activities, or recruiting and selecting in preferential ways.

Gender:

(a) physical abuse against a person or group because of their gender;
(b) verbal abuse and intimidation, insults, threats against a person or group, because of their gender;
(c) using lurid or suggestive vocabulary to cause offence or humiliation;
(d) reference to an individual or groups sexuality;
(e) making sexist comments or suggestions in the course of discussion or lessons;
(f) refusing to co-operate with colleagues or students because of their gender.

Disability:

(a) physical assault against an individual because his/her disability;
(b) verbal abuse, intimidation, insults, threats against the individual because of his or her
disability;
(c) offensive reference to an individual's disability inside or outside lessons;
(d) refusing to co-operate with an individual because of his/her disability.