



Hoole St. Michael Church of England Primary School

Equality Statement

Member of staff responsible: R Holland

Date approved by the full Governing body: January 2026

Date of next review: January 2027

Vision Statement

Christ's love is in everything we do at Hoole St Michael. Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

I can do all things through Christ who strengthens me. Philippians 4v13

OVERVIEW

The Single Equality Act which came into place Oct 1st 2010 brought together the duties that are already set out in our Race, Disability and Gender policies into one single Equality Duty. This statement is written to bring together and harmonise those three policies.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the Equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation.

In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

OBJECTIVES

1. To ensure that all learners have equal access to a creative, rich, broad, balanced and relevant curriculum.
2. To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, respect and tolerance, celebrating diversity and promoting community cohesion by fostering good relationships and friendships.
3. To ensure all our children feel safe, loved and supported as a child of God.
4. To eliminate any discrimination, harassment and victimization. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour race, ethnic or national origin, disability or religious beliefs.
5. To recognise, celebrate diversity within our community whilst promoting community cohesion.
6. To ensure that those with management responsibility and individual members of staff, accept responsibility for planning teaching, learning and curriculum apply this policy to all we do.

7. To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency. Fostering strong parental partnerships.
8. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.

STRATEGIES

1. Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
2. Parents and governors will be involved and consulted about the provision being offered by the school.
3. Teachers will ensure that their planning, teaching and learning takes account of this policy and they will see that the equity duty underpins all their work.
4. The diversity within our school and the wider community will be viewed positively by all and this diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
5. INSET opportunities will be provided for staff, to raise awareness for their Equality Duty and provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
6. Active contributions will be sought of parents and others to enrich teaching, learning and the curriculum.
7. The positive achievements of all pupils will be celebrated and recognised.

OUTCOMES

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all the reasonable adjustments necessary to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and we will take full account their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.