



Galley Hill Primary School and Nursery **Equality Policy – November 2025**

This single policy encompasses school policies on race, disability and gender to **eliminate discrimination, advance equality of opportunity** and **foster good relations**. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012.

Our equality vision and the values that underpin school life

Galley Hill Primary School and Nursery serves its community by providing an education of the highest quality irrespective of gender, race, religion or disability. It is a welcoming school where honesty, cooperation and mutual respect for others is fostered. We are committed to the development of Fundamental British Values within a secure, supportive and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We seek to remove any barriers to access, participation, progression, attainment and achievement. We promote positive relationships with parents, governors and members of the wider community.

Vision and Mission statement:

Our vision is to develop resilient learners who:

- Are curious about the world around them
- Have high aspirations for themselves and the wider world
- And persevere to achieve their goals.

At Galley Hill Primary School and Nursery...

- We are a learning community that respects and celebrates each other's differences and individuality.
- We create a safe environment that is welcoming, collaborative and sets high expectations.
- We provide opportunities to develop independent, enthusiastic and reflective learners.
- We ensure teaching challenges, inspires and engages all.
- We work together to deliver a broad and balanced curriculum that is thought-provoking, encourages questioning and nurtures the imagination.

With reference to our Public Sector Equality Duty, we aim to:

- take responsibility and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils enabling all pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity
- actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect
- provide a learning environment where all pupils feel a sense of belonging

- prepare pupils for life in a diverse society in which they are able to see their place in the local, regional, national and global community
- include and value the contribution of all families to our understanding of equality and diversity
- regularly consider the ways in which the taught and wider curricula will help promote awareness of the rights of individuals and develop the skills of participation and responsible action
- regularly consider the ways in which our teaching and the curriculum provision will help pupils understand and value the diversity that surrounds them and challenge prejudice and stereotyping
- monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive and trends are identified which inform the setting of our equality objectives
- consider information about the protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the role. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff
- ensure the curriculum is accessible to all pupils with special educational needs and disabilities and those for whom English is not their first language. Auxiliary aids and services will be provided for those where reasonable adjustments are required. By planning ahead, staff will ensure all pupils are able to take part in extra-curricular activities and residential visits and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic
- seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum, the school will take every opportunity to promote and advance equality
- carefully monitor bullying and prejudice-related incidents and deal with them effectively. Regular training will be given to both existing and new staff to ensure they are aware of the process for reporting and following up incidents of prejudice-related bullying
- ensure that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping
- plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia, gender equality, developing community cohesion and an understanding of the effects of discrimination
- ensure pupils, parents, staff and governors are consulted regularly in the review of this policy
- regularly seek the views of pupils, parents, advisory staff and visitors to the school to ensure the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what reasonable adjustments mean in practice
- consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually
- publish this policy on the school website to show how we are complying with the Equality Act 2010 and advancing equality of opportunity
- ensure the Governing Body considers to what extent the revised policy meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes

We follow the National Curriculum Inclusion Statement which states that teachers are required to follow three inclusive principles:

- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

A brief description of our school and its community setting

Galley Hill Primary School and Nursery was created in 2008 through the amalgamation of two predecessor schools. It is located in the Gadebridge area of Hemel Hempstead, Hertfordshire. There are currently 419 children on roll from Nursery to Year 6 and 72 staff.

Characteristic (September 2025)	Total	Breakdown (number and %)
Number of pupils	419	215 51% Female 204 49% Male
Number of staff	72	69 96% Female 3 4% Male
Number of governors	10	9 90% Female 1 10% Male
Religious character		None
Pupils eligible for PPG	136	32%
SEND register	13 96	3% With an Education, Health and Care Plan 23% Receiving intervention (this includes those with EHCP)
BME pupils	161	38% See Appendix A for a more detailed breakdown of ethnicities
BME staff / affiliated professionals working in school community recorded on the Central Record	6	
BME governors	0	
Pupils who speak English as an additional language	81	19%

The legal duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery, employment and staff management as well as policy development and implementation. This equality policy responds to the current equalities legislation.

General Duty under the Equality Act 2010

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED) The specific duties require schools to:

- publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality 2010
- to set every four years one or more specific measurable equality objectives that further the aims of the equality duty

Protected Characteristics

The Equality At 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- age (for staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- marriage and civil partnership
- pregnancy, maternity and breast feeding
- same sex relationships
- religion and belief
- race
- sexual orientation

Prohibited Conduct (acts that are unlawful)

- direct discrimination
- indirect discrimination
- harassment
- victimisation
- discrimination arising from disability
- gender reassignment discrimination
- pregnancy or maternity related discrimination
- discrimination by association or perception

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils and in some cases are required to do so by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties

A school must, in the exercise of its functions and in relation to the protected characteristics above, give due regard to the need to

- eliminate discrimination, harassment, victimisation and any other prohibited conduct
- advance equality of opportunity
- foster good relations between people

Disability

We implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of the school to enable disabled pupils, staff, parents and visitors to take better advantage of benefits, facilities and services provided and for pupils to have no barriers to access educational opportunities
- improving the availability of accessible information to disabled pupils

Provision for disabled pupils is closely linked with the existing provision for pupils with special educational needs. Schools will be required to provide auxiliary aids and services to disabled pupils.

Reasonable Adjustments and Accessibility Plans Schools are required to:

- take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature such as steps
- take reasonable steps to provide auxiliary aids and services
- provide information in an accessible format
- develop and implement an Accessibility Plan which will increase disabled pupils access to the school curriculum, improve the physical environment and improve provision of information. The duty is an anticipatory and continuing one that schools owe to disabled pupils generally regardless of whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make.

For more information:

DfE

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/thehttp://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010equality-act-2010>

Aspects of educational legislation have also promoted equal opportunities; the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Roles and responsibilities

Governing Body

- ensure that the school complies with equality-related legislation
- ensure that the policy and its procedures are implemented by the Headteacher
- ensure all other school policies promote equality
- give due regard to the Public Sector Equality Duty when making decisions

Headteacher

- implement the policy and its related procedures
- make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy
- take appropriate action in any case of actual or potential discrimination
- ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made unless the questions are specifically related to an intrinsic function of the work
- ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents

All staff

- enact this policy, its commitments and procedures and their responsibilities associated with this policy
- deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping
- promote equality and good relations and not discriminate on any grounds
- attend such training and information opportunities as necessary to enact this policy and keep up-to-date with equality legislation
- to be models of equal opportunities through their words and actions

Pupils

- refrain from engaging in discriminatory behaviour or any behaviour that contravenes this policy

Volunteers

- to be aware of and comply with the school's equality policy
- to refrain from engaging in discriminatory behaviour on school premises

Admissions and exclusions:

Admissions to Nursery are managed by the governing body according to the criteria published on the school website. Admissions from Reception to Year 6 are managed by the local authority according to the published criteria.

Exclusions at our school are rare and are managed according to local authority guidelines.

Equality and staff

We comply fully with legislation which protects all our staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age.

With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- we make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- we will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators
- we will provide regular training for staff to enable them to deal effectively with prejudice related incidents
- tackling discrimination and anti-bullying reporting and recording all forms of prejudice related incidents for example racism, homophobia, negative views of disabled people or sexism

Some of our school's equality achievements to date

- multi access toilet
- access possible to all areas of the lower level of the school building, including the installation of a lift for a small flight of stairs
- allocated parking spaces
- coloured tape for the edges of stairs
- Use of different coloured exercise books as necessary for pupils with SpLD
- Regular contact with SpLD specialist service to ensure up to date training on best practice
- Information from DSPL shared with parents so they can access relevant support
- directed questions in class to ensure gender balance across the curriculum
- competitions and clubs for all, irrespective of gender
- focus on engaging boys with writing in the Early Years Foundation Stage has led to an increase of boys attaining the expected standard for writing and therefore a Good Level of Development
- cultural diversity celebrated within the curriculum
- low number of reported racist incidents
- fundamental British Values developed across the curriculum
- visits to a range of religious buildings and topic days based on Religious festivals and customs
- Rights Respecting School Level 1 achieved
- Nurture group (Team Quartz) set up to meet the needs of pre-verbal pupils
- Staff training in Makaton for EYFS / KS1
- Use of Widgit symbols for communication across the school
- Relationships education in place to promote different families etc

- Race Awareness training for all staff – March 2022, and a refresher in May 2024
- Leading with Confidence Race Equality training and audit / action plan completed by head and deputy (Spring / Summer 2024)
- Incorporated the understanding of protected characteristics into our Positive Behaviour Policy.
- Children display a good understanding of protected characteristics and this was identified by Ofsted (October 2024).
- Permanent sensory room set up (Quartz) to support pupils' sensory needs, and advice sought from other professionals for how to ensure this is effective
- Visual playground communication boards set up for pupils with speech, language and communication needs

Equality Objectives 2023-2026

Objective 1

Increase pupil, staff and governors awareness of legal duties around equalities and ensure they are able to speak with confidence about protected characteristics.

Why we have chosen this objective:

Our revised behaviour policy (introduced in September 2022) makes direct reference to protected characteristics within our consequences system. It has been noted that some children and staff were insecure with the meaning of this term and therefore the application of the policy could potentially lack consistency.

To achieve this objective we intend to:

Ensure the Equalities Duty is systematically included in staff induction and that the leaflet available on The Key is provided to all new staff. Provide staff with additional training (using resources from The Key) around their legal duties at least annually and share these resources with governors.

Continue to use Picture News assemblies weekly in Years 1 to 6 where protected characteristics are identified every time. Utilise other opportunities to promote the Equalities Act and protected characteristics in conversations with pupils, staff and governors as appropriate.

Progress on this objective to date:

Due to the work we have done so far on the Equality Duty and protected characteristics, the understanding of these things of all stakeholders has certainly improved. Staff and governors are aware of protected characteristics and are now more confident in discussing them with each other and with children. Picture News assemblies and the inclusion of protected characteristics into our Positive Behaviour Policy has supported our children in developing their understanding. It was noted by Ofsted in October 2024 that the children they spoke to had a very good understanding of discrimination and raised protected characteristics before this was mentioned by the inspector in discussion.

At the end of the academic year 2024-25 there were 17 racial, homophobic and sexual harrasment incidents logged on CPOMS. Though there is still room for improvement this has decreased from 23 incidents the year before, showing that our work on teaching pupils about protected characteristics and discrimination is having an impact.

Objective 2

To ensure that the curriculum, including resources available, celebrates the diversity, not only in our community, but across the UK. To develop a curriculum where all children are represented through the coverage and resources selected.

Why we have chosen this objective:

Our school community is diversifying and it is essential that all of our pupils and their families feel represented in the curriculum we deliver. We want to ensure that our children are well-prepared for an ever-changing and diverse society and that they consistently display our core value of respect.

To achieve this objective we intend to:

Continue to consider diversity whenever we are revising aspects of our curriculum, including the development of World Views as part of our revision of our RE curriculum. Ensure that new resources purchased, including books, posters, toys etc represent a diverse society and that images for lessons and assemblies are carefully selected to show diversity and challenge stereotypes.

Progress on this objective to date:

All teaching staff received training (May 2024) regarding diversity in the curriculum with the HFL Race Equality adviser. This provided the opportunity for some careful thinking and consideration about the choices we make regarding content and resources. As an example, one direct result was to ensure that the contribution of people of colour was discussed with children as part of the D-Day commemorations. Additionally, when purchasing new resources for the early years, dolls of different ethnicities were selected. Teachers now ensure diversity in the images and resources they share. The RE curriculum has been updated to include World Views and a new scheme of work is now in place.

In June 2025, we held a parent forum for parents/carers from minoritised ethnic groups. A wide range of issues were discussed including whether their children felt represented in our curriculum. The feedback was positive and we intend to carry out a similar forum for pupils in Autumn 2025 to gain their views. This year we intend to celebrate Black History Month on a larger scale through assemblies, lessons in class and a whole school 'Black History Month showcase'. We also will be reaching out to our school community, and local community, to help us celebrate religious festivals throughout the year such as Ramandan, Eid and Hanukkah.

Objective 3

Improve the outcomes for boys at the end of Key Stage Two for Reading, Writing and Maths combined so that the gap with girls is reduced and results near national averages are achieved. At least 55% of boys will attain the expected standard for Reading, Writing and Mathematics.

Why we have chosen this objective:

End of Key Stage Two data in 2023, showed a significant gap (16%) between the percentage of boys and girls attaining the expected standard in Reading, Writing and Maths. Similarly, 20% less of the boys in this cohort attained the expected standard in Reading, Writing and Maths than boys nationally. We need to ensure boys at Galley Hill Primary School are attaining well in order to prepare them for the next stage of their education.

To achieve this objectives we plan to:

Ensure Quality First Teaching is coupled with high quality interventions and tutoring to support boys in securing the expected standard. (Cross reference the School Development Plan and Year 6 Action Plan)

Progress on this objective to date:

In the Key Stage Two SATs in 2024, boys out performed girls in terms of the percentage achieving the expected standard for Reading, Writing and Maths. This percentage increased by 14.3% to 50% of boys reaching this key indicator. This is a significant improvement from the year before and we hope to continue to develop on this over coming years.

In the Key Stage Two SATs in 2025, our boys out performed girls again in terms of the percentage achieving the expected standard in Reading, Writing and Maths combined (58% of boys compared to 38% of girls). This also means we are more or less in line with the national average (59%) for boys achieving the expected standard. We have surpassed our aim of at least 55% of boys achieving the expected standard; 61% for Reading, 75% for Writing and 69% for Maths.

Objective 4

Increase representation of staff and governors from local black and minority ethnic communities and of males.

Why we have chosen this objective:

As illustrated in the data within this policy, there is currently a lack of diversity within our staff and governor teams and these do not represent our school community. We want all of our pupils to feel they are represented within the adults in the school.

To achieve this objective we plan to:

Utilise the function on Teach in Herts for anonymised application forms when recruiting in order to reduce any unconscious bias. Actively seek governors from under-represented groups when recruiting.

Progress on this objective to date:

Despite our work on race equity and a conscious effort to increase diversity in the staff and governing body, this objective continues to be a challenge. We will continue to seek guidance and actively try to recruit staff and governors from minoritised ethnic communities.

To date we have 6 members of staff/affiliated professionals working within our school community who are from a minoritised ethnic group. We have appointed a male sports apprentice and will be working with a male mentor during the Autumn term, therefore increasing the number of male staff members/affiliated professionals from 2 to 4. We know there is still work to do for this objective and will continue to seek guidance.

Appendix A

Ethnicities at Galley Hill 2025-26 419 pupils

	N	R	Y1	Y2	Y3	Y4	Y5	Y6	ALL
Afghan		1						2	3 0.7%
Albanian		2	2			1			5 1.1%
Any Other Asian background					1				1 0.2%
Any Other Ethnic Group		2		1			1		4 0.9%
Any Other Mixed background			1	1	1	2	2	3	10 2.3%
Any Other White background				1					1 0.2%
Arab Other		1	1						2 0.4%
Asian and Any Other Ethnic Group			1			1			2 0.4%
Asian - British		1							1 0.2%
Bangladeshi	1			1		1		1	4 0.9%
Black African	1	1	2	3	3		3	4	17
Black Caribbean		1			2				3 0.7%
Malay			1						1 0.2%
Indian							1	1	2 0.4%
Other Asian				1					1 0.2%
Other Mixed Background				3			1	1	5 1.1%
Other White British					2				2 0.4%
Pakistani				1			2	2	5 1.1%
Portuguese		1							1 0.2%
Sri Lankan Other		1							1 0.2%
Turkish					2				2 0.4%
White – British	4	13	38	32	34	45	41	40	247 58.9%
White – English		3	3	4				1	11 2.6%
White – Irish		1							1 0.2%
White and Any Other Ethnic Group				1					1 0.2%
White and Asian					1	1	1		3 0.7%
White and Black African			3	1		1	1		6 1.4%
White and Black Caribbean		2	2		1	2		1	8 1.9%
White and Chinese									
White Eastern European		2	4	1	1	1	2		11 2.6%
White European				1	1			1	3 0.7%
White Indian							1		1 0.2%
White Other		3	1	2	5	3	4	2	20 4.7%
White Western European					1				1 0.2%
Not recorded	14	17		1		1			

