



Ratified: Spring 2026

Review Due: Spring 2027

## *Unlock every child's potential as a unique child of God*

### Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity. This includes the public sector equality duty (PESD) set out in section 149 of the Equality Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We 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 1998.
4. Due regard is given to (as laid out under section 109(2) of the Education Skills Act 2008) to the need to:
  - ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under Equality Act 2010
  - ✓ Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share it.
  - ✓ Foster good relations between persons who share relevant protected characteristics and persons who do not share it.

### Guiding principles

5. In fulfilling the legal obligations cited above, we are guided by nine principles:

#### **Principle 1: All members of our school community are 'children of God' and are of equal value:**

We recognise that it is against the law to discriminate against any member of our school community against the following Protected Characteristics:

- ✓ Age
- ✓ Disability
- ✓ Gender reassignment
- ✓ Marriage and civil partnership
- ✓ Pregnancy and maternity
- ✓ Race

- ✓ Religion or belief
- ✓ Sex
- ✓ Sexual orientation

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences in clothing, hair [[Preventing hair discrimination in schools | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)], life-experience, outlook and background, and in the kinds of barrier and disadvantage 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 recognized;
- ✓ gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- ✓ religion, belief or faith background; and
- ✓ sexual identify.

### **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 people with disabilities, good relations between disabled and non-disabled people, and an absence of harassment of 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; and
- ✓ mutual respect and good relations between boys and girls, 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 policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- ✓ whether or not they are disabled;
- ✓ whatever their ethnicity, culture, religious affiliation, national origin or national status; and
- ✓ whichever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- ✓ disabled and non-disabled people;
- ✓ people of different ethnic, cultural and religious backgrounds; and
- ✓ girls and boys, women and men.

## **Principle 6: We consult and involve widely**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- ✓ people with disabilities as well as non-disabled;
- ✓ people from a range of ethnic, cultural and religious backgrounds;
- ✓ both women and men, and girls and boys; and
- ✓ gay people as well as straight.

## **Principle 7: 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, and greater participation in public life of:

- ✓ people with disabilities as well as non-disabled;
- ✓ people of a wide range of ethnic, cultural and religious backgrounds;
- ✓ both women and men, girls and boys; and
- ✓ gay people as well as straight.

## **Principle 8: We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information about our progress towards greater quality in relation to:

- ✓ disability;
- ✓ ethnicity, religion and culture;
- ✓ gender.

## **Principle 9: Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- ✓ disability;
- ✓ ethnicity, religion and culture;
- ✓ gender.

5. We recognise that the actions resulting from a policy statement such as this are what make a difference.

6. The objectives which we identify take into account national and local priorities and issues, as appropriate.

7. We keep our equality objectives under review and report annually on progress towards achieving them.

## **The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in paragraph 4 above.

We are responsible for a broad and balanced curriculum providing a holistic quality of education bringing together curriculum leadership, teaching, assessment and the outcomes that all learners achieve.

We amend our curriculum to meet the needs of all learners including SEND, disadvantaged pupils and EAL, ensuring equal access to high quality education for all learners ambitious of their outcomes

Our curriculum extends beyond the academic and includes preparing learners for life in modern Britain. We equip or learners to be respectful citizens, developing their understanding of and appreciation for diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

## **Ethos and organisation**

9. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

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

## **Addressing prejudice and prejudice-related bullying**

10. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- ✓ prejudices around disability and special educational needs
- ✓ prejudices around 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
- ✓ prejudices reflecting sexism and homophobia.

11. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously our obligation to report regularly 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**

13. 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.

14. A member of the governing body has a watching brief regarding the implementation of this policy.

15. The headteacher 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.

16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

17. All staff are expected to:

- ✓ have a positive impact on all learners encouraging good relations between all learners in behaviour, attitudes and personal development
- ✓ promote an inclusive, positive and collaborative ethos in their classroom;
- ✓ deal with (at speed) any prejudice-related incidents that may occur;
- ✓ plan and deliver curricula and lessons that reflect the principles in paragraph 4 above;
- ✓ support pupils in their class whom have special educational needs or disability
- ✓ support pupils in their class for whom English is an additional language; and
- ✓ keep up-to-date with equalities legislation relevant to their work;
- ✓ celebrate what all of their learners have in common;
- ✓ develop learners understanding of diversity
- ✓ promote respect for all the different protected characteristics as defined in the Equality Act 2010.

### **Information and resources**

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

20. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. Staff development and training

21. We 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.

### **Breaches of the policy**

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### Monitoring and evaluation

23. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

### Our Equality Objectives:

	Objective	Review
1	To encourage girls to consider non-stereotyped career options.	
2	To ensure all children have barriers to learning removed where possible to ensure true inclusion and equity.	
3	To teach pupils about peers with specific disabilities/medical needs and what adjustments need to be made.	

### Equality Information \*

Number of pupils on roll at the school: 191

Age of pupils: 4 to 11

#### Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

#### Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs or Disabilities (SEND)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Looked after children
- Other vulnerable groups