Fordbridge Community Primary School

Achieving excellence together

Equality Policy

Approved by Mrs H Simcox: Date: September 2026

Date: September 2026

Reviewed by: Ms Kath Minett-Waller: Vice Chair of Governors

Review date: September 2027

Fordbridge Community Primary School Equality Policy

At Fordbridge Community Primary School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed. Adults should expect employment practices to be are fair and transparent. The school works within the expectations set out by the local authority (LA).

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

VALUING DIVERSITY

At Fordbridge Community Primary we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation e.g. The Equality Act 2010, Disability Discrimination, Human Rights, Race Relations Act etc., discrimination still exists, and it is for us to strongly address this, when and if it does.

We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Fordbridge School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives (2022-2025) are as follows:

Objective 1: To ensure that the school promotes role models that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and other protected characteristics.

Objective 2: To raise equality awareness with students and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics.

Objective 3: To train all members of staff and governors are involved in recruitment and selection on equal opportunities and non-discrimination

Legal framework 1.1

This document meets the requirements under the following legislation:

The Equality Act 2010, which introduced the public sector equality duty (PSED) applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics –

- Race
- Disability
- Gender
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders 'consulting and involving those affected by inequality, in the decisions to promote equality and eliminate discrimination' in the development of our equality objectives

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives. It has three main elements: In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics - between people who share a protected characteristic and people who do not share it.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

1.2 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.

2. Guiding principles

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

2.1 All learners are of equal value.

We see all learners and 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.

2.2 We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of 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 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.

2.3 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, good relations between disabled and nondisabled 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
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

2.4 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

- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

2.5 We aim to reduce and remove inequalities and barriers that already exist
In addition to avoiding or minimising possible negative impacts of our policies, 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
- people of different genders

2.6 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, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- people of different genders

2.7 We base our practices on sound evidence We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

3. Equality Objectives

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

3.2 We will review the policy annually and report on the progress of the policy in the governors' inclusion panel.

4. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above.

5. Ethos and organisation

- We ensure the principles listed 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
- working in partnership with parents, carers and guardians
- working with the wider community.

6. Addressing prejudice and prejudice-related bullying

6.1 The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

6.2 There is guidance in behaviour policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

6.3 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. **7. Roles and responsibilities**

7.1 The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- 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 equality link governor is Kath Minnet - Waller. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

7.2 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.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

7.3 The designated member of staff for equality is Katie Wightman:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor raise and discuss any issues Support the headteacher in identifying any staff training needs, and deliver training as necessary

7.4 All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom deal with any prejudice related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles • support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

8. Information and resources

8.1 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.

8.2 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.

9. Religious observance

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

10. Staff development and training

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.

11. Breaches of the policy

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.

12. Monitoring and evaluation

12.2 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.

Fordbridge Community Primary School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:

- To promote cultural development and understanding through a varied range of experiences

- To tackle prejudice and promote understanding in relation to people with differences and disabilities
- To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities
- To narrow the gaps in attainment between certain protected and disadvantaged groups and the best attaining pupils
- To allow equal access to information for all parents
- To ensure the school environment is accessible as possible to all pupils, staff and visitors.