

## **Introductory notes**

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it gathers and publishes information, and decides on specific objectives.

## **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 (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual orientation.
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.

## **Guiding principles**

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

### **Principle 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 orientation.

## **Principle 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 orientation
- gender identity, including non-binary

## **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 disabled people, 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
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic, bi-phobic and transphobic 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
- whatever their gender identity and sexual orientation, 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 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
- girls and boys, women and men, cisgender and transgender

### **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:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys, cisgender and transgender
- people from all sexual orientations

### **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:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys, cisgender and transgender
- people from all sexual orientations

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

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

## **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).

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

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

## **The curriculum**

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

## **Ethos and organisation**

6. 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
  - working in partnership with parents, carers and guardians
  - working with the wider community.

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

7. 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, homophobia, bi-phobia and transphobia
8. There is guidance to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with. (See anti-prejudice policy)

9. We keep a record of prejudice-related incidents and, if requested, provide a report 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**

10. 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.
11. A member of the governing body has a watching brief regarding the implementation of this policy.
12. 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.
13. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
14. 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 in paragraph 4 above
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.

### **Information and resources**

15. 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.
16. 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**

17. 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**

18. 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**

19. 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 review**

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement.

## **Date approved by the Governing Body:**

Adopted - Full Governing Body Meeting - 27<sup>th</sup> June 2012

Reviewed – Oct 2014

Reviewed and amended – Nov 2016 – BT/KW

Review and amended by the Personnel Committee – Jan 2017

Reviewed and amended – BT/KW – Oct 2018

Reviewed and amended – BT/KW – Nov 2019

Reviewed and amended – BT/KW – Nov 2020 (Extended due to Covid-19)

Reviewed and amended – BT/KW – Dec 2021

Reviewed and Adopted by the full Governing Body – Feb 2022

Objectives Reviewed – Feb 2026. Adopted by the full Governing Body – Mar 2026

---

## **Background and acknowledgements**

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire County Council developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.
2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.
3. The list of principles at paragraph 4 is adapted slightly from material in *Equality Impact Analysis: a workbook*, the most recent version of which was published by the Department for Education in February 2011.

4. The phrasing at certain points reflects the specific duties required by the Equality Act 2010 to publish information (principle 8) and to formulate and publish objectives (principle 9).

Insted consultancy, London October 2011

Equality and Diversity Policy Glossary

Antisemitism	Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-to-day activities
Discrimination	<p>This can be direct: When someone is treated worse than another person or other people because:</p> <ul style="list-style-type: none"> <li>• they have a protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender, this may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.

Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> <li>• making a claim or complaint of discrimination</li> <li>• helping someone else to make a claim by giving evidence or information</li> </ul> <p>Or because they intend to do so.</p>

## Equality Objectives for 2026-30

Objective	Actions	Who will be involved?	Timescale	Success Criteria
To keep the attendance of children with SEND and those in receipt of Pupil Premium funding above the median attendance for 'Similar schools' as identified in the termly DfE 'Similar schools comparison report.	<ul style="list-style-type: none"> <li>- Attendance data tracked and reported to governors.</li> <li>- The attendance of vulnerable children to be reviewed during weekly DSL/DDSL supervision meetings.</li> <li>- Interventions around attendance for this group to be actioned in a timely manner.</li> </ul>	BT (Headteacher) CS (Attendance Officer) Governors	<ul style="list-style-type: none"> <li>- Half-termly attendance report to governors.</li> <li>- Weekly tracking of attendance of vulnerable children.</li> <li>- Termly review of the DfE comparison report for similar schools.</li> </ul>	Attendance for children with SEND or in receipt of Pupil Premium funding to remain at least in line with 'Similar schools' as identified in the termly DfE 'Similar schools comparison report.
Reduce the attainment gap of children entitled to pupil premium funding with that of with the national attainment data.	<ul style="list-style-type: none"> <li>- Ensure the Pupil Premium strategy statement targets the attainment.</li> <li>- Deputy Head to monitor progress of Pupil Premium children and the 'Children of Concern' planning which details the additional provision given to all children in receipt of Pupil Premium.</li> </ul>	BT (Headteacher) SM (Deputy Headteacher) Teachers Governors	<ul style="list-style-type: none"> <li>- Termly tracking of data reported to governors.</li> <li>- Annual PP report published on the website.</li> <li>- Termly data meetings and 'children of concern' planning documents.</li> <li>- Termly updates of ADPRs</li> </ul>	% of children in receipt of pupil premium funding who achieve the expected standard in Reading, Writing and Maths is in line with the national outcomes for children in receipt of pupil premium funding.
Ensure that the school's established best practice for LGBTQ+ inclusion (particularly in supporting transgender children and their families) is in line with the latest government guidance.	<ul style="list-style-type: none"> <li>- Ensure the school's practice remains in line with government advice as this evolves.</li> <li>- Retain Rainbow Flag Award.</li> </ul>	BT (Headteacher) SM / KD (Deputy Headteachers) FG (SENDCo)	Continue to keep practice under review as guidance evolves.	Families and their children are supported with kindness and respect.
Ensure that, within the school's curriculum, the texts, topics and resources reflect the school's diversity.	<ul style="list-style-type: none"> <li>- Audit of the curriculum completed during its development.</li> <li>- Keep the diversity of the curriculum under review as it evolves and changes over time.</li> </ul>	BT (Headteacher) KD (Deputy Headteacher) Curriculum Committee	Ongoing as the curriculum develops over time.	<ul style="list-style-type: none"> <li>- Subject overviews evidence diversity.</li> <li>- Libraries and book corners contain a diverse range of texts.</li> </ul>