Equality Policy

Cherry Lane Primary School

Approved by:	**Governing Body (Pending)**	**Date:** December 2025
	Last reviewed on:	**Date:** December 2025
	Next review due by:	**Date:** December 2027

Table of Contents

	Page …..

Introduction	3
Purpose of policy	3
Links to other policies and documentation	4
What we are doing to eliminate discrimination, harassment and victimisation	4
What we are doing to advance equality of opportunity between different groups	5
What we are doing to foster good relations	5
Publishing equality objectives	6
Roles and responsibilities	6
Key contacts	7
Equal opportunities for staff	7
Monitoring and reviewing the policy	7
Disseminating the policy	8
Complaints	8
Appendix one – Checklist for school staff and governors	9
Appendix two – Template for publication of the school equalities objective	10
Appendix three – Guidelines for writing the equalities objective	11
Appendix four – Statement for the staff handbook for each school	13
Appendix five – Statement for school websites	14

Introduction

Our schools is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

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.

Our approach to equality is based on 7 key principles

1. All learners are 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 and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or "general duty"

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plans, self-evaluation reviews, the school prospectus, school website and newsletters.

The Equality Act also applies to schools in their role as employers, and the ways we comply with this are found in our Recruitment and Selection policies.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all.

- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Behaviour, Exclusions and Attendance

The school policies on Pupil Discipline & Anti-Bullying and Attendance & Punctuality take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or beliefs
- prejudices around gender and sexual orientation

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school has an accessibility plan that is renewed every 3 years when a significant change has taken place.

- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations ○ We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and RE across the curriculum
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity, disability and avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures. ○ We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and sympathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we;

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children from the School Council.
- Ensure that we secure responses and feedback at Governing Body meetings.

Publishing Equality Objectives

We identify and publish equalities objectives on a four-year cycle. The objectives are reviewed each year by the school. Guidance on writing objectives is included in Appendix 4.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

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.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Equalities objectives are set every four years by the school. The school assess the success in reaching the objectives annually.

Headteacher and Leadership team

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.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff. This is reviewed annually and introduced to staff at the start of the year. This information is shared with all new members of staff.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this. Information will be placed on the school website.

Key contacts

Head teacher is responsible for equalities.

Equal opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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

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.

Monitoring and reviewing the policy

We review the information about equalities in the policy every three years and make adjustments as appropriate.

Disseminating the policy

This Equality Policy along with the Equality Objectives and data is available:

- on the school website
- as paper copies in the school office

We publish copies of relevant policies and guidance, including those on behaviour, antbullying and special educational needs, on our school website.

Complaints

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure.

APPENDIX 1 Checklist for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays / multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender.
- The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

APPENDIX 2 Template for publication of the school equalities objective

Equality objective 1: Improve accessibility of our building for children and adults with physical disabilities.

Why we have chosen this objective:
Increasing needs of pupils with physical disabilities requiring updating of our facilities. This also allows us to ensure we have adequate facilities for children coming through the school in future years.

To achieve this objective we plan to:
Adapt an existing bank of toilets to create a large, inclusive disabled access toilet with a changing table and room for a mobile hoist.

Progress we are making towards achieving this objective:
Quotes are being obtained and works planned, with a view to having the toilet ready in Spring 2027.

Equality objective 2: Improve attendance of children of vulnerable families.

Why we have chosen this objective:
This is in line with, and contributory to our School Improvement Plan objective to improve attendance across the school. It also links to the increased focus on attendance in KCSIE.

To achieve this objective we plan to:
Work closely with families identified as having vulnerabilities such as physical or mental health issues to provide support. This will include home visits and regular checking in by our attendance officer and pastoral support.

Progress we are making towards achieving this objective:
Regular liaison between the attendance, pastoral and welfare teams is ongoing. In some cases attendance has been improved by allowing flexibility, for example later morning starts.

Equality objective 3: To promote equality of opportunity for all staff by ensuring that recruitment, professional development, career progression and working practices are fair, inclusive and free from discrimination.

Why we have chosen this objective:
To ensure all staff members feel supported regardless of their protected characteristics or personal circumstances.

To achieve this objective we plan to:
Keep our recruitment procedures under review to ensure they are fair, inclusive and non-discriminatory. Keep staff wellbeing at the forefront of whatever we do. This will be reviewed in 2026-27 with an annual survey that will highlight areas for improvement, and be followed up with 'you said, we did' feedback.

Progress we are making towards achieving this objective:
We have implemented an Employee Assistance Plan which provides counselling and health advice.

APPENDIX 3 Guidelines for writing the equalities objective (published in The Key 2019)

What issues and challenges can equality objectives address?

Equality objectives may relate to any of the three aims of the public sector equality duty. They may be linked to challenges already identified in the school improvement plan, might respond to gaps identified through data analysis, or may result from consultation with pupils, staff and parents.

Possible challenges include:

- Narrowing gaps in attainment between groups of pupils, for example, girls and boys
- Improving the attendance of pupils from particular groups
- Increasing the participation of particular groups in school activities
- Reducing prejudice-related bullying and the use of derogatory language
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities
- Improving the participation and engagement of different groups of parents and communities

Tips for developing equality objectives

The following actions will help you set priorities, and ensure your objectives are focused on outcomes.

- Interrogate data and other evidence on performance, participation and pupils' experiences. Consider data about disadvantages for groups with particular protected characteristics (such as race, gender, disability and sexual orientation). What does this indicate?
- Consult with pupils, staff and parents. What issues and concerns are being raised?
- Develop a longer list of possible issues that might be addressed through setting equality objectives. The list can be shortened when issues have been discussed and prioritised
- Think about which objectives are most likely to deliver successful outcomes
- Consider how possible objectives can be integrated with school improvement and development plans
- Involve governors in deciding your priorities
- Consider whether proposed objectives are realistic, given possible constraints on resources
- Identify whether your objectives are focused on outcomes rather than processes, systems and procedures

Making equality objectives specific and measurable

It is a statutory requirement that equality objectives are 'specific and measurable'. This is to make sure that objectives are not vague or flimsy statements, but reflect achievable

improvements that the school intends to make. Objectives should be clearly focused and demonstrate measurable outcomes. You should include a timeframe to help you measure success or progress towards achieving an objective

Equality objectives should be clearly relevant to the groups with protected characteristics named in the Equality Act (gender, disability, gender reassignment, pregnancy and maternity, race, religion and belief, and sexual orientation), but may refer also to groups disadvantaged by social and economic factors.

In the left-hand column below are examples of objective statements that aim to address equality priorities. Alongside, the same objectives have been re-worked to become specific and measurable.

Objective statements that are not specific and measurable	SMART objective statements
To train staff on how to respond effectively to prejudice-related bullying	By July 2017, 90% of the staff will feel confident in responding effectively to prejudice-related bullying, as shown by the annual staff survey
To increase the percentage of boys in Key Stage 2 achieving Level 4+ in mathematics	By the end of the 2016-17 school year, the percentage of boys in Key Stage 2 achieving Level 4+ in mathematics will increase from 68% to 73%, and to 80% by the end of 2017-18
To narrow the gap in attendance rates between Roma children and other children in the school	The attendance rates of Roma pupils will improve year on year to meet a target of 90% attendance by the end of 2016-17

How many equality objectives should be set?

The minimum is one. The approach should be proportionate to school size. However, given the wide range of equality issues, most schools are likely to publish more than one objective.

How should equality objectives be published?

So long as the equality objectives are accessible to parents and members of the local community, you can choose their format. You might publish them on the equalities page of your school website. It might also be useful to publish further detail on each objective, for example:

- Reasons why the objective has been chosen, including any consultation and engagement undertaken
- A short description of what is going to be done to achieve each objective

How is progress recorded?

Schools should keep their equality objectives under review. Developing an action plan can help you map actions needed to meet the objective. However, you are not obliged to publish an action plan. It is also good practice to publish information on the progress that is being made towards meeting the equality objectives you have set.

School governors have an important role in checking with school leaders how objectives are being met, as well as considering whether further objectives are necessary.

APPENDIX 4 – Statement for the staff handbook

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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.

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to

Eliminate unlawful discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good relations between different groups

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

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. They alongside the school monitor the school’s equalities objectives annually.

Headteacher and Leadership team

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.

All teaching and support staff will:

promote an inclusive and collaborative ethos in their classroom

challenge prejudice and discrimination o

deal fairly and professionally with any prejudice-related incidents that may occur

plan and deliver curricula and lessons that reflect the school’s principles, for example, in providing materials that give positive images in terms of race, gender and disability

maintain the highest expectations of success for all pupils

support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult

keep up-to-date with equalities legislation relevant to their work.

APPENDIX 5 – Statement for school websites

Our school is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community are of equal worth.

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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.

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This requires all public organisations, including schools to

Eliminate unlawful discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good relations between different groups

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

What are we doing to eliminate discrimination, harassment and victimisation?

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

We challenge all forms of prejudice and prejudice based bullying.

What are we doing to advance equality of opportunity between different groups?

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in

acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We use a range of teaching strategies that ensures we meet the needs of all pupils

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We are also implementing an Accessibility Plan What are we doing to foster good

relations?

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and RE across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We include the contribution of different cultures to world history and that promote positive images of people

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month

Please refer to the equalities policy for full details of our approach to promoting equality.

(please insert your school's specific objective here)