

Earlsmead Primary School

EQUALITY POLICY & PLAN



SUCCESS for ALL

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MISSION STATEMENT

At Earlsmead Primary School, our mission is to empower every child through *Head, Heart, and Hands*. We cultivate curious minds (Head), nurture compassionate spirits (Heart), and develop the practical skills (Hands) needed to thrive in an ever-changing world.

OUR VISION

Everyone achieving to their full potential.

OUR MOTTO

Head, Heart, Hands

OUR VALUES

Head:	1. Curiosity	2. Achievement
Heart:	3. Integrity	4. Care
Hands:	5. Collaboration	6. Creativity

Introduction

At, Earlsmead Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Schools are required to publish information showing how they comply with the new Equality Duty. This information must be updated annually with at least one equality objective every 4 years.

The need to advance equality of opportunity is defined in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages.
2. Take steps to meet different needs.
3. Encourage participation when it is disproportionately low.

Three Elements of the Equality Duty

In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.
4. In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out.

Protected Characteristics

Everyone in Britain is protected by the Equality Act. Previously public bodies were bound by three sets of duties to promote disability, race and gender equality.

In April 2011 these were replaced by a single public sector equality duty (known as the

PSED or the equality duty). This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010.

The public sector equality duty extends to the following protected characteristics:

- age
- disability

- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

7 Key Principles

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, economic background, 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 background, 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.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for 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. However we will ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

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

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Equality and the Law

Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination:
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- 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:
<https://assets.publishing.service.gov.uk/media/5a796bf140f0b642860d7f50/specific-duties.pdf>
- This document is also based on Department for Education (DfE) guidance 2014: The Equality Act 2010 and Schools:
https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf

Action Planning

The action plan at the end of this policy outlines the actions Earlsmead Primary School will take to meet its general duties.

Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, parents' information sessions, SEN parents forum, parent workshops or governors' meetings;
- Input from staff surveys or through written/verbal feedback, staff meetings or INSET;
- Feedback from the school council, PSHE lessons, pupil voice;
- Issues raised in Annual Reviews or reviews of progress in SEN Support meetings, mentoring and support;
- Feedback at Governing Body meetings

Roles and Responsibilities

The role of Governors

The Governors will ensure that the school complies with all relevant equalities legislation.

The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs and we will ensure that no pupils, staff, parents, carers or any other person through their contact with the school receives

less favourable treatment on any grounds. This includes the protected characteristics identified within the Equality Act 2010, i.e. gender, race, disability, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity, those undergoing or those who have undergone gender reassignment and age.

The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on any grounds. This includes those with the protected characteristics identified within the Equality Act 2010.

The Role of the Headteacher (or senior leader responsible for Equalities)

It is the Headteacher's role to implement the school's Equality Plan and is supported by the Governing Body in doing so. The Headteacher should ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities. The Headteacher and/or other Senior Leaders promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, with due seriousness.

The Role of all Staff: Teaching and Non-Teaching

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.

Teachers support the work of associate or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Check List for School Staff and Governors

- Is information collected on race, disability, gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability, gender and sexual orientation?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies/ school council?
- Is bullying and harassment of pupils and staff monitored by race, disability, gender and sexual orientation and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the Governing Body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability, gender and sexual orientation?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability, gender and sexual orientation?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Head Teacher where necessary.

All incidents are reported to the Head Teacher and racist and homophobic or transphobic incidents are reported to the Governing Body on a termly basis.

Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, acceptance, celebration of differences, friendship and understanding through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to a range of literature which covers a range of themes such as diversity, being different and different families.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

Equality Considerations in Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups.

For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

Definition of Discrimination According to The Equality Act 2010.

The Equality Act 2010 explicitly states that it is against the law to treat any person unfairly or less favourably than someone else because of a personal characteristic.

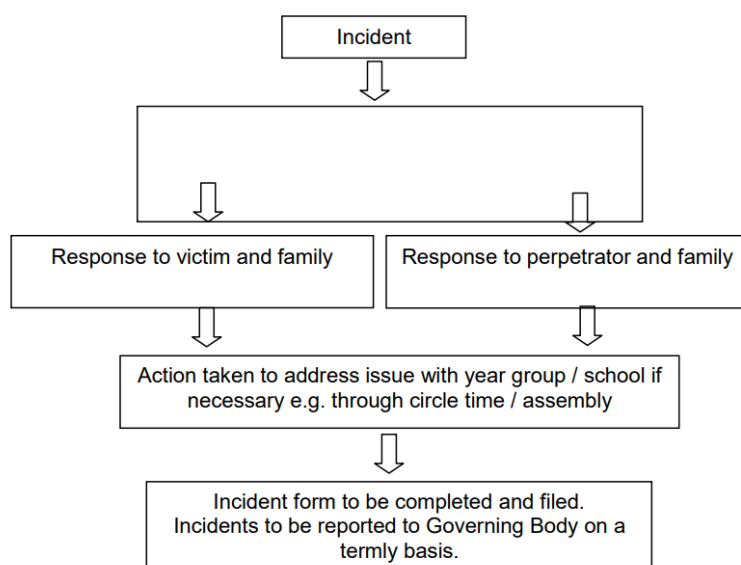
Types of Discriminatory Incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



Review of Progress and Impact

The Plan has been agreed by our Governing Body. There is a rolling programme for reviewing school policies and their impact. In line with legislative requirements, progress will be reviewed against the Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

Regular assessments of pupils' learning take place and this information is used to track pupil progress. As part of this process, achievement by ethnicity, gender and disability, is monitored, to ensure that all groups of pupils are making the best possible progress, and appropriate action is taken to address any gaps.

Publishing the Plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and

Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff
- meetings and other communications;
- Make sure hard copies are available.

Monitoring Arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be approved by the Governing Body.

Links with Other Policies

This document links to the following policies and guidelines:

- Keeping Children Safe in Education, September 2018
- Accessibility plan and policy
- SEND policy
- Positive Behaviour policy
- Exclusion policy
- Safer Recruitment policy
- Sex and Relationships Education policy
- Spiritual, Moral, Social and Cultural Development policy

Equality Plan

Our Equality Objectives are:

1. To regularly monitor and analyse pupil achievement and progress by race, gender, economic background (Pupil Premium) and SEND; and to act on patterns in the data that require additional support for pupils.
2. Seek to involve all parents in supporting their child's education and participate in school life.
3. Build a curriculum which reflects modern Britain and all of its diversity.

Ongoing Equality Objectives	Actions	Staff	Timescales	Success Criteria	Impact/Outcomes 2026 Review
1a. To regularly monitor and analyse pupil achievement and progress by race, gender, economic background (PP) and SEND; 1b. To act on patterns in the data that require additional support for pupils.	• Termly pupil progress meetings. • Half-termly written reports to Governors. • Interventions in place by Aut 2 annually, including entry and exit points. • Assessment lead to discuss, share and teach key data trends to staff & Governors across the whole school.	SLT – Assessment SLT – Inclusion Class Teachers Associate Staff	Half-termly achievement data reviews. Half-termly intervention reviews.	• Accurate and thorough analysis of assessment data. • Analyses over time demonstrate a narrowing gap. • Staff & Governors are aware of key data trends across the school.	• Introduction of new data system (Insight) to allow tracking of groups. • Annual data report, including groups, to inform SEF and SDP. • At least termly data reports to Governors and Board of Trustees. • Increase in SEND identified from 47 (June 2025) to 72 (June 2026). • Targeted interventions in place from Autumn Term 2 2025, and updated termly post pupil-progress meetings. • Summary Intervention Impact report presented to LGB and BoT annually. • Achievement in line with NA for Phonics in 2025 and 2026, despite high mobility. • Disaggregated KS2 data in-line or above NA consistently, despite high mobility and SEND.

					• Training for subject leaders on data analysis has improved confidence and capability in using data to inform action planning.
2. Seek to involve all parents in supporting their child's education and participate in school life.	• Utilise translation function on Dojo. • Family School Partnership Award actions maintained. • Increased parental events and workshops across the year. • Annual parent survey.	Headteacher	Half-termly reports to LGB on parental engagement.	• Tracking of parental attendance demonstrates increase. • Annual parent surveys demonstrate increased satisfaction in key areas e.g. I know how to support my child's learning at home.	• Dojo translation in use. • Home visits continuing for children joining Early Years. • New workshops introduced for parents in 2025 – 2026, including: ○ Readiness for School. ○ Phonics/Early Reading. • Continued 'open' sessions e.g. PARCS Open Session in May 2026 welcomed 99 parents through the door. • Annual parent survey 2026 showed that 94% (of 34 responses) would recommend this school. 'You Said, We Did' information added to the website. • Introduction of MCAS (My Child At School) over Summer 2026 for ease of communication. • 3 x Parent Meetings per year with class teachers.
3. Build a curriculum which reflects modern Britain and all of its diversity.	• Curriculum Review with focus on PCs, including new school values. • Research into incorporating the Multicultural Education Framework.	SLT - Curriculum Teachers	By Summer 1 2028.	• Curriculum resources and events reflect the school community.	• Authors, poets, artists, designers etc reviewed through curriculum to ensure diversity and representation reflecting our school community. • 2026 Prefects created and ran school-wide 'Culture Day' for all classes to celebrate our diversity. • New School Values established in Summer 2026 with parents, pupils, staff, Governors input. This work remains ongoing.

**These objectives will be re-reviewed in 2028.*