



EQUALITY POLICY

Reviewed January 2025

Next review January 2028



Please read this policy in conjunction with the School Safeguarding Policy and alongside the guidance found in the Gloucestershire Safeguarding Children's Board Handbook www.gscb.org.uk/handbook.

At Eastington Primary School, we endeavour to promote the development of the whole child. Together, we strive for children to be independent, life-long learners who are kind, cooperative, resilient, responsible and ambitious in all they do.

Our school values underpin our broad and balanced curriculum. We aim for children to enjoy and engage in the wide range of learning opportunities provided, resulting in confident, well-rounded individuals who are ready for their next steps.

Aiming high together to be:

- Kind – show respect and care
- Cooperative – work well together
- Resilient – keep trying
- Responsible – reflect and learn
- Ambitious – challenge yourself

Our ethos is one, which nurtures through the recognition and celebration of all children's experiences and achievements - each child deserves to be respected and valued. Every child should succeed and be praised for their effort and successes. This policy outlines the commitment of the staff and governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life for every person regardless of age, race (includes colour, nationality and ethnic or national origin), disability, religious & belief, sex, sexual orientation, gender reassignment*, pregnancy/maternity, marriage/civil partnership.

Publishing equality information and setting our policy commitments is a requirement of the Equality Act 2010. The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our School has considered how we currently achieve these aims regarding the protected equality groups: age, race (includes colour, nationality and ethnic or national origin), disability, religious & belief, sex, sexual orientation, gender reassignment*, pregnancy/maternity, marriage/civil partnership.

We :

- Identified evidence already in the school of equality within policies and practice.
- Examined how our school engages to support protected groups.

Responsibility for the Policy

All members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- the school complies with all relevant equalities legislation
- the school's Equalities Policy is reviewed
- the actions, procedures and strategies related to the policy are implemented
- they have an overview of all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

The Headteacher and Senior Leadership team has responsibility for:

- providing leadership and vision in respect of equality, in partnership with the governing body
- overseeing and managing the implementation of the equality policy
- co-ordinating the activities related to equality and evaluating impact
- ensuring that adults who enter the school are aware of, and comply with, the equalities policy
- ensuring that staff are aware of their responsibilities
- take appropriate action in response to any prejudice-related incidents

All school staff have responsibility for:

- the implementation of the school's equalities policy
- dealing with incidents of discrimination and identifying and challenging bias and stereotyping
- ensuring they do not discriminate on grounds of race, disability, sexual orientation or by any other protected characteristic

Our Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- curriculum planning reflects a commitment to equality
- the curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school
- opportunities are made in the curriculum to explore concepts and issues related to identity and equality

- the promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs
- the use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- adults in school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity
- it is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement
- a range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

We strive for success through encouraging resilience, kindness, responsibility, cooperation and being ambitious. We have high expectations for all so everyone can be the best they can be. To achieve this we will:

- recognise leaders and staff of the school community are instrumental in demonstrating mutual respect between all members of the school community. We strive to make the school welcoming to everyone through openness and tolerance.
- encourage our children to greet visitors to the school with friendliness and respect
- support the use of images in assemblies and displays which reflect aspects of equality
- make reasonable adjustments to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
- support the provision of the cultural, moral and spiritual needs of all children through planning of collective worship/assembly, class and off-site activities
- listen, respect and respond to pupil views in conferencing and School Council
- support positive role models to participate in the life of the school

Promoting Equality: Staff recruitment and professional development

To support this we will ensure:

- all posts are advertised formally
- all those involved in recruitment and selection are aware of what they should do avoid discrimination to ensure equality of opportunity
- equalities policy is available to staff/others on school website

Promoting Equality: Countering and challenging harassment and bullying due to a protected characteristic

To support this we will ensure:

- counter and challenge all types of discriminatory behaviour
- challenge bullying, record and monitoring incidents
- governors monitor prejudice or bullying related incidents

Promoting Equality: Partnerships

We aim to work in partnership with parents/carers by:

- taking-action to ensure all parents/carers are encouraged to participate in the life of the school
- maintaining good channels of communication to ensure parents' views are captured to inform practice
- working with the local community
- ensuring that the parents/carers of children in 'vulnerable groups' or pupils with disabilities are made to feel welcome.

Protected characteristic	What evidence do we hold that we eliminate harassment, unlawful discrimination and victimisation?	How do we advance equality of opportunity for people who share a protected characteristic and those who do not	How do we foster good relations between people who share a protected characteristic and those who do not?
MARRIAGE & CIVIL PARTNERSHIP	<ul style="list-style-type: none"> • National salary scale for employees. • Marital status of staff not requested on application form seen by shortlisting team to avoid discrimination. 	<ul style="list-style-type: none"> • Chosen title and surname used • Involvement and encouragement for everyone to take part in all activities. 	<ul style="list-style-type: none"> • PSHE Education curriculum which explores different families; identifying similarities, differences; British Values – respect. • Assemblies which support inclusion & fairness, respect • Staff model positive, respectful relationships
RACE	<ul style="list-style-type: none"> • National salary scale for employees. • Race of staff not requested on application form seen by shortlisting team 	<ul style="list-style-type: none"> • Involvement and encouragement for everyone to take part in all activities. • Opportunity for children to 	<ul style="list-style-type: none"> • PSHE Education curriculum which support identifying similarities, differences, & diversity; British Values – respect. • Assemblies which support inclusion

	<p>to avoid discrimination.</p> <ul style="list-style-type: none"> • Pupil information collected on admission form and recorded on SIMS for LA analysis • Racist incidents are recorded and monitored by the Headteacher and Governing Body. • Range of resource: dressing clothes, assembly images, reading books, culture weeks etc 	<p>share family culture linked to school events - Japan day/student visit</p> <ul style="list-style-type: none"> • Uniform Policy in place. 	<p>& fairness, respect and celebrate role-models of different races</p> <ul style="list-style-type: none"> • European language and culture learned in KS2: French. • Curriculum work based on other countries (Africa+Kenya, European countries) • Links with other schools both in UK and abroad. • Staff model positive, respectful relationships
DISABILITY	<ul style="list-style-type: none"> • National salary scale for employees. • Disability of staff not requested on application form seen by shortlisting team to avoid discrimination. • Pupil information collected on admission form and recorded on SIMS for LA analysis • Bullying incidents related to disability are recorded and monitored by the Headteacher and Governing Body: No/low incidents • Curriculum planned/adapted by teachers to meet need of child • Children who are have SEND attend clubs/trips • Physical access to building to 	<ul style="list-style-type: none"> • SENCO/staff liaise to support access to the curriculum from outside agencies • Staff training on specific disabilities such as autism and mindfulness to support mental health • Promote positive models through para-Olympian working with children • Specific sports event attended by pupils with SEND 	<ul style="list-style-type: none"> • PSHE Education curriculum which support identifying similarities, differences, & diversity; British Values – respect. • Assemblies which support inclusion & fairness, respect and celebrate role-models with a disability • Use of buddies who help children who are new, injured or need support. • SEND children with disabilities supported in and out of lessons • Staff model positive, respectful relationships

	<p>support is provided: front ramp to entrance/ ramp to C5/C4 access via playground/disabled toilet</p>		
SEX	<ul style="list-style-type: none"> • National salary scale for employees. • Staff adverts are non-sex specific. • Sex of staff not requested on application form seen by shortlisting team to avoid discrimination. • Attainment and attendance data is analysed by sex • Bullying incidents related to sex are recorded and monitored by the Headteacher and Governing Body: low incidents • Pupil information collected on admission form and recorded on SIMS for LA analysis 	<ul style="list-style-type: none"> • Selection of texts in English learning take into consideration boy/girl heavy cohorts • Pupil conferencing in single sex groups when needed to explore an issue • Single sex teaching for small aspect of RSE if felt helpful • Involvement and encouragement for all to take part in activities • Planned activities/clubs of interest to both sexes. • All clubs open to both sexes. 	<ul style="list-style-type: none"> • PSHE Education curriculum which explores challenging stereotypes and support British Values – respect. • Assemblies which support fairness & respect and celebrate male/female role-models • Staff model positive, respectful relationships
GENDER REASSIGNMENT*	<ul style="list-style-type: none"> • National salary scale for employees. • Staff adverts are non-gender specific. • Gender of staff not requested on application form seen by shortlisting team to avoid discrimination. 	<ul style="list-style-type: none"> • Support pupils and staff by referring to them by their chosen pronouns. • Support pupils and staff by referring to them by their chosen name. • Involvement and encouragement 	<ul style="list-style-type: none"> • PSHE Education curriculum which support identifying similarities, differences, & diversity; British Values – respect. • Assemblies which support inclusion & fairness, respect • Staff model positive, respectful relationships

	<ul style="list-style-type: none"> Bullying incidents related to gender reassignment are recorded and monitored by the Headteacher and Governing Body: no incidents Gender neutral toilets in C5 and for adults. 	<p>nt for everyone to take part in all activities.</p> <ul style="list-style-type: none"> Offering support to child and family/signpost to others who may be able to offer support 	
PREGNANCY AND MATERNITY	<ul style="list-style-type: none"> National salary scale for employees. Risk Assessments carried out. Maternity leave taken. 	<ul style="list-style-type: none"> RA will identify specific adjustments/support EG: not undertaken trips/visits with animals, sharing news of specific illnesses which might affect the unborn baby. 	<ul style="list-style-type: none"> Staff encouraged to share information so school can undertake RA to support health of mother/child. Developmental RSE curriculum in place for all year groups. Staff model positive, respectful relationships
AGE	<ul style="list-style-type: none"> National salary scale for employees. DOB of staff not requested on application form to avoid age discrimination Curriculum planned for different aged children. GCC flexibility in induction for YR based on need and date of birth. 	<ul style="list-style-type: none"> Curriculum is planned and delivered for specific ages. Age related opportunities given ie. clubs available for year groups. 	<ul style="list-style-type: none"> Range of adults of different ages working/volunteering in school. Wider opportunity for children: meeting & singing for the elderly, big friends & little friends, playgroup visit for xmas play etc Assemblies which support respect and celebrate role-models of different ages Staff model positive, respectful relationships
RELIGION AND BELIEF	<ul style="list-style-type: none"> National salary scale for employees. Religion of staff not requested on application form 	<ul style="list-style-type: none"> Uniform Policy in place. Involvement of children/parents sharing 	<ul style="list-style-type: none"> Gloucestershire Diocese RE curriculum taught. Assemblies which support respect and celebrate role-

	<p>seen by shortlisting team to avoid discrimination.</p> <ul style="list-style-type: none"> • Pupil information collected on admission form and recorded on SIMS for LA analysis • Bullying incidents related to religion/belief are recorded and monitored by the Headteacher and Governing Body: no incidents 	<p>information with class to support curriculum/wider opportunity</p> <ul style="list-style-type: none"> • Involvement and encouragement for everyone to take part in all activities • Alternative arrangements would be made for children/adults for collective worship/assembly if requested. • Religious days of worship, such as Eid, authorised. • Share information and discuss concerns with parents/carers over aspects of PSHE and Relationships Education & Sex Education. 	<p>models from different faiths</p> <ul style="list-style-type: none"> • Christian and non-religious songs sung in collective worship/assembly. • Visitors from local believers visit (CofE, Methodist, Muslim). • All children and staff welcome to participate in activities, celebrations etc. Some in the local church. • Visits to places of worship: Jewish temple, local church • Staff model positive, respectful relationships
SEXUAL ORIENTATION	<ul style="list-style-type: none"> • National salary scale for employees. • Sexual orientation of staff information not requested on application form seen by shortlisting team to avoid discrimination. • Use inclusive language used when talking with pupils /parents /carers. 	<ul style="list-style-type: none"> • Involvement and encouragement for everyone to take part in all activities. • Offering support to child and family/signpost to others who may be able to offer support if wanted 	<ul style="list-style-type: none"> • PSHE Education curriculum which support identifying similarities, differences, & diversity; recognises different families, British Values – respect. • Assemblies which support inclusion & fairness, respect • Staff model positive, respectful relationships

	<ul style="list-style-type: none">• Bullying incidents related to sexual orientation are recorded and monitored by the Headteacher and Governing Body: no/low incidents		
--	---	--	--

*Note on use of the term 'gender reassignment'

The Equality Act 2010 protects individuals sharing a protected characteristic from discrimination and harassment ... There is no requirement for a trans person to have any kind of medical supervision or intervention in order to be protected from gender reassignment discrimination.