

Broadwood Primary School



Equality Policy

Last reviewed:	December 2025
Reviewed by:	Full Governing Body
Next review date:	December 2026

Mission statement

Broadwood Primary School is a wonderfully unique school with a shared vision to create an environment where children are equipped, inspired, celebrated, valued, and empowered. Our welcoming, positive, and caring ethos is a defining characteristic of our school, as noted by children, staff, parents, and visitors alike. We strive to provide every child in our care with an exceptional educational experience, fostering their skills, knowledge, understanding, and talents while instilling core values of respect, acceptance, happiness, and a lifelong love of learning.

To ensure that all children achieve their full potential, we monitor their progress by race, gender, and disability. This data is utilised to support children, raise standards, and promote inclusive teaching practices. We are committed to tackling discrimination through the positive promotion of equality, actively challenging bullying and stereotypes, and creating an environment that champions respect for all individuals.

We firmly believe that diversity is a strength that should be respected and celebrated by all who learn, teach, and visit our school. Our policies will reflect this belief, ensuring that every child feels valued and included. We will provide training and resources for staff to enhance their understanding of inclusive practices and equip them to meet the diverse needs of our children effectively.

Our commitment to inclusion and diversity is integral to our mission at Broadwood Primary School. We aim to create a supportive and enriching environment where every child can thrive, contributing to a school culture that values and celebrates differences.

Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this policy; the school operates equality of opportunity in its day-to-day practice in the following ways.

Teaching and learning

We are committed to providing all children with the opportunity to succeed and to reach the highest level of personal achievement. To achieve this objective, we will implement a comprehensive policy that focuses on inclusivity and equity in education.

We will utilise pupil progress data to enhance the support provided to individuals and groups of children. This data will be monitored meticulously, particularly in relation to achievement by ethnicity, gender, and disability, allowing us to identify and address any gaps in performance. Future learning policies will be informed by the achievements of all children, ensuring that challenging targets are set to promote continuous improvement.

Equality of access is paramount; we aim to prepare our children for life in a diverse society. Our teaching materials will reflect the rich diversity of our school, local community, and population, ensuring that they do not perpetuate stereotypes. We will actively promote attitudes and values that challenge racist and discriminatory behaviours, fostering an inclusive environment.

Opportunities for children to appreciate their own culture while celebrating the diversity of others will be integral to our curriculum. We will engage parents in supporting their child's

education, recognising their vital role in this process. Furthermore, we will encourage discussions in classrooms and staff rooms about equality issues, reflecting on social stereotypes and their impact on learning.

Our teaching approaches will be inclusive and reflective of our diverse pupil population, ensuring that every child feels valued and supported in their educational journey.

Admissions and exclusions

Our admissions arrangements are fair and transparent, ensuring no discrimination on the grounds of race, gender, disability, or socio-economic factors. Exclusions will be governed by the school's Behaviour Policy, with close monitoring to prevent any adverse impact. We are committed to identifying and addressing any discrepancies in the exclusion process to uphold our values of equity and fairness.

Equal Opportunities for Staff

This section addresses equal opportunities concerning staff at Broadwood Primary School. We are committed to implementing equal opportunities principles and actively promoting equality in all aspects of staffing and employment. All staff appointments and promotions are based on merit and ability, in compliance with legal requirements. Furthermore, we strive to ensure that our staffing reflects the diversity of our community wherever possible.

Employer duties

Our admissions arrangements are fair and transparent, ensuring no discrimination on the grounds of race, gender, disability, or socio-economic factors. Exclusions will be governed by the school's Behaviour Policy, with close monitoring to prevent any adverse impact. We are committed to identifying and addressing any discrepancies in the exclusion process to uphold our values of equity and fairness.

As an employer, we ensure the elimination of discrimination and harassment in our employment practices while actively promoting equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender reassignment, and faith or religion are considered in staff appointments and when allocating Teaching and Learning Responsibilities (TLR).

Actions to ensure this commitment 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

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Sex
- Race
- Age
- Disability
- Religion or Belief
- Sexual orientation
- Gender reassignment
- Pregnancy or Maternity
- Marriage & Civil Partnership

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to children, and so the school is free to arrange children in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to public bodies, school including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Policy which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male children and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Policy which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for children and treatment of children.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion.

Community cohesion encompasses promoting good relations between children from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Consultation and involvement

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

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Policies/Personalised Provision Maps, mentoring and support;
- Feedback at governing body meetings.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to children, and responsive to their needs based on the protected characteristics.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of the protected characteristics.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and children.
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

The role of the headteacher (or senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Policy and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Policy, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes 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, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all children are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy and objectives.
- 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 ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

Harassment or victimisation based on race, gender, disability, sexual orientation, gender reassignment, or pregnancy is unacceptable and will not be tolerated within the school environment. All staff members are expected to address any discriminatory incidents that may arise, demonstrating an understanding of how to identify and challenge prejudice and stereotyping.

It is imperative that staff support the diverse needs of children according to their individual circumstances. Both staff and governors should be aware of the distinctions between direct and indirect discrimination. Direct discrimination occurs when an individual is treated less favourably due to a protected characteristic, while indirect discrimination arises when a general provision, criterion, or practice disadvantages individuals with a particular characteristic.

Racist, homophobic, and other incidents of harassment or bullying must be addressed by the member of staff present, with escalation to a class teacher or headteacher as necessary. All incidents are to be reported to the headteacher, with racist incidents documented and reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person”

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done (“a prohibited act”) in connection with the Act. E.g., making an allegation of discrimination.

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.

Review of progress and impact

Our Governing Body has agreed the objectives. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality objectives annually and review the entire policy and accompanying action policy on a four-year cycle.

We make regular assessments of children’ learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of children are making the best possible progress, and take appropriate action to address any gaps.

Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will.

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

Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Policy;
- The talents of disabled children are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all children are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and children attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, children, parents and carers will continue to be involved in the future development of the Equality Policy through input and feedback from surveys, staff meetings, school council meetings, parents' evenings etc.

The school will provide:

- Extra and additional support for children who are under-achieving, in order to make progress in their learning and their personal well-being, e.g., ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for children, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled children in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;

- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually to parents on the effectiveness and success of its Equality Policy. We will place the report alongside the policy on our website.