EASTBURY FARM PRIMARY SCHOOL
Equality Policy

Autumn 2025

Date of Governor Approval: 18.11.2026

Eastbury Farm Equal Opportunities Policy

General Statement

1) We celebrate the cultural diversity of our community and show respect for all.

2) We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, sexual orientation, home circumstances, special needs, physical ability, ethnic or national origins (i.e. 'protected characteristics' as defined by the 2010 Equality Act). This applies to both direct and indirect discrimination.

3) We promote the principles of fairness and justice for all through the education that we provide in our school.

4) We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

5) We strive to identify and remove any forms of indirect discrimination that may form barriers to learning.

6) We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

7) We challenge stereotyping and prejudice whenever it occurs.

Ensuring Racial Equality

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school.

We will endeavour to make all groups feel safe, welcome and valued. We will not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident and support any victim.

We promote an understanding of different cultures through the curriculum offered to the children. This curriculum reflects the attitudes, values and respect that we have for all groups, including those from ethnic minorities.

Community Cohesion

It is our policy to ensure that our pupils:

- Recognise diversity across the school and within the wider community is celebrated and valued.
- Understand the idea of shared values and what that means to us as individuals
- Have an understanding of Human Rights and how they apply to everyone and the need to defend the human rights of all individuals and that with these Rights comes an equal weight of responsibility.
- Participate, through their own choices, in all that the school and wider community has to offer
- Engage in lessons across the curriculum that promote common values and help them to value differences and to challenge prejudice and stereotyping

- Have a greater understanding of community and diversity through enrichment activities such as visits and meetings with members of different communities
- Have an effective voice and involvement in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

We will ensure that all pupils and staff:
- have equal access to all that the school has to offer, both during curriculum time as well as during extended schools activities
- identify at the earliest possible opportunity any areas of concern which need to be dealt with as part of our community cohesion approach

These outcomes are fully supported by the school's overall ethos as well as the policies already in place within school.

We will continue to:
- Provide opportunities for our pupils and their families to interact with people from different backgrounds, enabling the building of positive relationships between all community members
- Develop links with other schools and different communities, both locally as well as nationally and internationally
- Provide opportunities for pupils, together with their families, to take part in activities and receive services which build stronger positive interaction.

Inclusion

We will seek to meet the diverse learning needs of pupils by:

- Creating effective learning environments and effective climates for learning, for all
- Seeking pupils' motivation, engagement and participation
- Adopting a variety of teaching approaches and having a greater awareness of the diversity of learning styles and preferences of our pupils
- Employing appropriate assessment approaches and targets for learning.
- We will seek to overcome potential barriers to learning and assessment for individuals and groups, by ensuring that Policies and procedures do not discriminate against anyone on the grounds of Special Educational Needs, including those with disabilities, or on the grounds of race, gender, colour, religion or ethnic background.
- Specifically, we will take steps and make reasonable adjustments (through our Accessibility Planning) to ensure increased access to the school curriculum and physical environment for disabled pupils.
- Considering the needs of parents and carers with disabilities, for example, in the provision of enlarged print forms of information and communication; access to translation and interpretation.

Roles and Responsibilities

Set out below are definitions of Roles and Responsibilities which ensure that these aims are met.

The Role of Governors

The Governing Body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

It is the responsibility of our Governing Body to monitor the effectiveness of this Policy.

The Governing Body will:

- Seek to ensure that people with protected characteristics, as defined by the Equality Act 2010, are not discriminated against when applying for jobs at our school, and that equal access is given to appropriate training and professional support.
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- Welcome all applications to join the school, whatever background or disability a child may have.
- Seek to ensure that no child is discriminated against whilst in our school.
- Ensure that the progress of pupils of minority groups is monitored and compared to the progress made by other pupils in the school, and that any issues and outcomes are addressed.

The Role of the Leadership Team

It is the Senior Team's role to implement the School's Equality Policy and they are supported by the Governing Body in so doing.

- It is the Headteacher's role to ensure that all members of staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Senior Team promotes the principle of equal opportunity and respect for other people in all aspects of school life.
- Subject Leaders, monitored and supported by the Senior Team, promote the principle of equal opportunity when developing the curriculum
- The Senior Team treats all incidents of unfair treatment and any racist incidents with due seriousness.
- The Senior Team assists the GB in monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school.
- In addition to monitoring of performance, the Headteacher will assist the GB in monitoring the effectiveness of this Policy, including reporting termly any racist or bullying incidents.
- The Senior Team will ensure that this policy of equality of opportunity is applied to internal promotion, and to opportunities offered for coaching, mentoring support, appraisal and training, as appropriate.

The Role of the Staff

- Members of staff ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of minority groups and that challenges stereotypical images. When designing schemes of work

teachers use this policy to guide the choice of topics to study, and in how to approach sensitive issues.
- All our teachers challenge any incidents of prejudice or racism. All incidents which involve protected characteristics will be recorded on the Bullying/ Harassment Incidents Form, placed in the Incident File in the Headteacher's Office and drawn to the attention of the Headteacher.
- Teachers support the work of all other staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Background

Equality Act 2010
• Replaced 9 Acts and almost 100 sets of regulations
• Schools already complying with the law will find few major differences
• Attempts to reduce bureaucracy
• Applies to all maintained and independent schools (including academies) and maintained and non-maintained special schools in England and Wales

Schools
• Makes it unlawful for responsible bodies to discriminate against, harass or victimise a pupil or potential pupil
• In relation to admissions,
• In the way it provides education for pupils,
• In the way it provides pupils access to any benefit, facility or service or
• By excluding a pupil or subjecting them to any other detriment

Scope
The Act deals with the way in which schools treat their pupils and prospective pupils; the relationship between one pupil and another is not within its scope.
The determining factor would be how a school dealt with such issues between pupils.

Protected Characteristics
• Disability
• Sex
• Gender reassignment
• Race
• Religion or belief
• Sexual orientation

It is unlawful to discriminate because of the protected characteristic of another person with whom the pupil is associated (e.g. Parents). It is also unlawful to discriminate because of a protected characteristic – even if you are mistaken. New protection makes it unlawful to treat a pupil unfavourably because she is pregnant or a new mother. Age is a protected characteristic in relation to employment and the Act extends this to goods and services, but this does not apply to pupils in schools.

Unlawful behaviour
• Direct discrimination
• Indirect discrimination
• Harassment
• Victimisation

Disability
• Schools are allowed to treat disabled pupils more favourably than non-disabled pupils and in some cases are required to do so, by making reasonable adjustments to put them on a level footing with pupils without disabilities.

New provisions for schools as an effect of the Act.

- It is now unlawful to discriminate against a transsexual pupil
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby
- It is now unlawful to victimise a pupil for anything done in relation to the Act by their parent or sibling
- New Positive Action provisions allow schools to target measures which are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics.
- The Act provides for schools to take on a duty to provide auxiliary aids and services to disabled pupils – this will not come into effect until later.
- The “questions procedure” which enables a person thinking of bringing a complaint to issue a questionnaire seeking information about the alleged act of discrimination, now applies across the Act.
- The three existing equality duties (race, disability, gender) are combined into a single duty from 2011

Monitoring Incidents of Bullying Related to Protected Characteristics

1. Focus of Harassment			
Ability		Maturity	
Age		Ethnicity	
Appearance/Disability		Sexuality	
Class/Background		Size	
Geographical area of home		Religion	
Other	Detail:		

2. Manifestation of Bullying/Harassment, based on perception of individual:			
Feelings of being bullied/harassed		Expressions of prejudice/stereotype	
Isolation/ignoring		Threatened Physical Assault	
Teasing		Targeted graffiti or hurtful note writing	
Verbal Abuse or Name calling (specify)			
Other	Detail:		

3. Those involved:	
Targets	Offenders

Reporting member of Staff:
Name …… Date ……

4. Description of incident (Attach notes/accounts etc. if appropriate)

5. Action taken including persons notified /informed