



Old Park Primary School & Nursery

Equality policy

Including school equality targets

This single policy supports and/or replaces separate policies the school has on ethnicity, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the government in December 2011 and March 2012. Part one sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

Reviewed: **October 2026**

Next Planned Review: **October 2027**

Person responsible: **J Foster**

Part One

The primary aim of Old Park Primary School and Nursery is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Old Park Primary School and Nursery will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics identified within the Equality Act 2010 within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, Governors and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils, staff and Governors and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment; promote common values; help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the school improvement plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the post. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff and Governors will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff and Governors will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.

- We will ensure pupil/parent/staff/Governor consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, Governors, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- The school welcomes a diverse range of candidates and encourages those who are currently underrepresented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- Training and awareness sessions will be set out in the school improvement plan.

Part Two

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

Old Park Primary School is committed to promoting equality, diversity and inclusion and ensuring that no individual experiences discrimination. This policy has been developed with due regard to the protected characteristics identified within the Equality Act 2010.

1. Age:

Age is a protected characteristic under the Equality Act 2010. Old Park Primary School is committed to ensuring that all members of the school community are treated fairly and with respect, regardless of age. The school will not tolerate discrimination, harassment or victimisation based on age.

2. Disability:

A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

3. Gender reassignment:

The Equality Act 2010 protects individuals who are proposing to undergo, are undergoing, or have undergone a process to reassign their gender. Old Park Primary School is committed to fostering a culture of dignity, respect and inclusion and will not tolerate discrimination, harassment or victimisation on the grounds of gender reassignment. The school will support all pupils, staff and members of the wider school community and will consider individual circumstances on a case-by-case basis, working in partnership with parents, carers and relevant professionals where appropriate. Any concerns relating to bullying, prejudice or discrimination will be addressed promptly in accordance with the school's behaviour, anti-bullying and safeguarding policies.

4. **Marriage and Civil Partnership:**

Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

5. **Pregnancy and maternity:**

Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

6. **Ethnicity:**

A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

7. **Religion and belief**

Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

8. **Sex:**

A man or a woman.

9. **Sexual orientation:**

A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

'Prohibited Conduct' (acts that are unlawful):

1. **Direct Discrimination** - Less favourable treatment because of a protected characteristic.
2. **Indirect Discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
3. **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
4. **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
5. **Discrimination arising from disability** - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments**.
6. **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.
7. **Pregnancy/ maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
8. **Discrimination by association or perception** - For example, discriminating against someone because they 'look gay', or because they have a gay brother; discriminating against someone because they care for a disabled relative.

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 more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/ services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:

1. Increase disabled pupils' access to the school curriculum
2. Improve the physical environment
3. Improve provision of information.

The duty is an anticipatory and continuing on that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

Further information can be found on the Department for Education and Equality and Human Rights Commission websites.

Responsibilities

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work- for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice related incidents.

All Staff

- Enact this policy, its commitment and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Old Park Primary School and Nursery is committed to promoting equality, diversity and inclusion. We actively work to ensure that all members of our community are treated with dignity, respect and fairness, and we take any form of discrimination seriously.

Definitions

Equality: This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may to be treated differently in order to achieve an equal outcome.

Inclusive: Making sure everyone can participate, whatever their background or circumstances.

Diversity: Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion: People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community: From the school's perspective, the term "community" has a number of meanings:

- The school community - the students we serve, their families and the school's staff.
- The community within which the school is located- in its geographical community, and the people who live and/or work in that area.
- The community of Britain- all schools by definition are part of it.
- The global community- formed by European and International links

Equality website statement: (Reviewed October 2026)

Equality: Everyone is treated equally and fairly at our school.

We comply with the recommendations of the Equality Act 2010 and the latest DfE Equality Act Guidance also PSED compliance.

There are two specific duties; these are that schools should:

- Publish information which shows compliance with the Public Sector Equality Duty (PSED) and
- Publish at least one equality objective.

The Public Sector Equality Duty (PSED)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools, and which extends to all protected characteristics e.g. race, disability, religion. It has three main elements. In carrying out their functions, schools are required to **have due regard to the need to:**

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

Senior Leaders and Governors in our school are aware of the duty to have “due regard” when making a decision or taking an action and assess whether it may have implications for people with particular protected characteristics.

Homophobic and Transphobic bullying

The school is proactive in preventing homophobic, biphobic and transphobic (HBT) bullying and promoting respect for all members of the school community.

Children are taught through the Relationships, Sex Education (RSE) curriculum about different types of families and are encouraged to accept all. All staff and parents are aware that homophobic and transphobic bullying are reportable offences. In the event of any such bullying, school records the incident in the bullying incident log and informs all parents involved. Intensive work then follows with both the victim and the perpetrator where necessary.

We consider equality implications before and at the time that we develop policy and take decisions, and we keep them under review on a continuing basis.

Equality Objectives 2026-2027

Objective 1: Attendance and Engagement

To reduce the gap in attendance between disadvantaged pupils and their peers and improve attendance for pupils identified as persistently absent.

Actions:

- Continue targeted attendance monitoring and support.
- Hold regular attendance meetings with families.
- Work with external agencies where required.
- Ensure attendance barriers are identified and addressed promptly.
- Celebrate and reward improved attendance.

Success Measure:

- Overall attendance remains in line with or above national averages.
- Reduction in the proportion of disadvantaged pupils classified as persistently absent.
- Improved attendance for identified vulnerable groups.

Objective 2: Inclusion and Outcomes for Pupils with SEND

To improve the engagement, participation and academic progress of pupils with SEND through effective classroom practice and targeted support.

Actions:

- Deliver high-quality adaptive teaching across the curriculum.
- Provide staff training on SEND and inclusion.
- Monitor participation in wider school life, including trips, clubs and enrichment opportunities.
- Review SEND provision regularly and adapt support where necessary.

Success Measure:

- Pupils with SEND make good progress from their starting points.
- Increased participation of pupils with SEND in wider school activities.
- Positive feedback from pupils and parents regarding inclusion.

Objective 3: Equality, Diversity and Belonging

To strengthen pupils' understanding of equality, diversity and inclusion so that all pupils feel safe, respected and represented within the school community.

Actions:

- Promote equality and diversity through the curriculum, assemblies and enrichment opportunities.
- Celebrate a wide range of cultures, backgrounds, families and communities.
- Deliver age-appropriate teaching through RSHE, PSHE and safeguarding lessons.
- Monitor and respond promptly to any incidents of prejudice-related behaviour.

Success Measure:

- Pupil voice demonstrates a strong sense of belonging and inclusion.
- All prejudice-related incidents are effectively addressed.
- Pupils demonstrate an increased understanding of protected characteristics and respect for others.