



Ambergate Primary School **Equality Policy**

Adopted: September 2025 by Full Governing Body

To be reviewed: September 2026

This policy includes all the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes.

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

A protected characteristic under the Equality Act covers the groups listed:

age (for employees); disability; race; sex (including transgender); maternity and pregnancy; religion and belief; sexual orientation; marriage and civil partnership (for employees)

Our purpose is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and;
- foster good relations between groups.

Legal duties

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of The Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the rights of the child, The UN convention on the rights of people with disabilities, and the Human Rights Act 1998.
4. Our legal obligations are provided here
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Aims:

- To promote equality of access and opportunity within our school and wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- To increase access to the curriculum for pupils with a disability, medical condition or other access needs.

- To ensure the physical environment of the school is accessible to pupils, staff and other members of the school community with a disability, medical condition or other access needs.
- To ensure information is accessible to all pupils, staff, parents/carers and other members of the school community.

At Ambergate Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents, and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment that champions respect for all.

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

Guiding principles

5. In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by seven principles.

Principal 1: All learners are of equal value

We see all learners and potential learners as of equal value

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status.
- whichever their gender

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same.

Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of different of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural background and experiences of prejudice are recognised
- gender, so that the different needs and experiences of all are recognised

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote;

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity culture, religious affiliation, national origin or national status. and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between all and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender identity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- gender identities

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- all gender identities

Principle 7: We have high expectations of all our children, working to raise standards for all pupils, especially for the most vulnerable.

- We expect that all pupils can make good progress and achieve to their highest potential.
- We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Commitments

1. 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
- there will be opportunities 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 whenever it occurs
- the use of images and materials which positively reflect a range of cultures, identities and lifestyles

2. 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 is used throughout school to ensure that effective learning takes place at all stages for all pupils
- It is vital to collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement

3. Promoting Equality: The culture and ethos of the school

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- At Ambergate, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.
- Displays in and around school aim to reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors

with disabilities

- Provision is made to cater for the cultural, moral and spiritual needs of all children through the planning of assemblies, classroom based and off site activities
- Pupil views are actively encouraged and respected for example through school council and pupil surveys

4. Promoting Equality : staff recruitment

- Posts are advertised formally and open to the widest pool of applicants
- All those involved in recruitment are appropriately trained
- Equalities policy and practice is covered in all staff inductions
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

5. Eliminating Discrimination

- We are aware of the reasonable adjustment duty for disabled pupils designed to enhance access and participation to the level of non-disabled pupils
- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors
- The school has a clear procedure for dealing with prejudice related bullying incidents. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with

Action plans

6. We recognise that the actions resulting from a policy are what make a difference.
7. Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.

The curriculum

9. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles.

Ethos and organisation

10. We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learner's progress, attainment and assessment
- learner's personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Roles and responsibilities

14. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
15. A member of the governing body has a watching brief regarding the implementation of this policy.
16. The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
17. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
18. All staff are expected to;
 - promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

Information and resources

19. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.
20. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

21. We respect the religious beliefs and practice of all staff, pupils and parents. and comply with reasonable requests relating to religious observance and practice.

Staff development and training

22. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

23. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

24. We collect, study and use quantitative data relating to the implementation of this policy, and make adjustments as appropriate.
25. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status and gender identity
26. To review good practice we make use of a range of auditing schedule.