PRIMET PRIMARY SCHOOL

Equality Policy

Equality information, statement and objectives | 2026–2027

School	Primet Primary School
Headteacher	David Bailey
Created / updated	October 2026
Next policy review	July 2027
Governing body approval	To be confirmed
Equality objectives	Draft for governor agreement; publish and review at least every four years

Together we care, believe, learn and achieve.

1. Our commitment

At Primet Primary School, we want every child and adult to feel safe, welcomed, valued and able to thrive. Equality is about removing barriers, listening to different experiences and making sure everyone has a fair chance to take part and succeed. Fair does not always mean identical: some people need different support or reasonable adjustments.

Our school values

ASPIRE	**We aim high, work hard, celebrate progress and never give up. We support every child to succeed.**
RESPECT	We are kind, show respect, make good choices and look after each other.
TOGETHER	We are one community, work in partnership and support each other.

2. Who this policy is for

This policy applies to pupils, staff, governors, parents and carers, volunteers, visitors and others working with our school. It supports our Behaviour Policy, SEND arrangements, safeguarding and anti-bullying procedures, accessibility planning, admissions and complaints processes.

3. The law and our responsibilities

The Equality Act 2010 protects people from unlawful discrimination. The nine protected characteristics are age, disability, gender reassignment, marriage and civil partnership,

pregnancy and maternity, race, religion or belief, sex and sexual orientation. The way protections apply varies by context: for example, age and marriage/civil partnership are not protected characteristics for pupils under the schools provisions in the same way as for employment.

Under the Public Sector Equality Duty, the school has due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations, tackle prejudice and encourage understanding.

The school will publish information showing how it meets the duty at least annually and publish one or more specific, measurable equality objectives at least every four years. The policy may be reviewed more often. Published information will protect individuals' privacy, especially in small pupil groups.

4. What equality looks like every day

Teaching, curriculum and wider opportunities

- Plan inclusive teaching and use resources that reflect a variety of people, families, backgrounds and experiences without stereotypes.
- Monitor participation, achievement and progress to identify barriers and act on them.
- Make clubs, trips, visits, assemblies and enrichment as accessible as reasonably possible.
- Support pupils who use English as an additional language and help newly arrived families settle into school.
- Listen to pupil and family views and offer accessible ways to communicate with school.

SEND, disability and reasonable adjustments

We anticipate and respond to barriers faced by disabled pupils, including through reasonable adjustments to school practices and the provision of auxiliary aids and services where required. The SENDCo, class staff, families and pupils will work together to identify effective support. A pupil does not have to have an Education, Health and Care Plan for the reasonable adjustments duty to apply.

We will consider individual circumstances and legal duties when applying behaviour expectations and consequences. This does not mean ignoring unsafe behaviour; it means responding fairly, consistently and proportionately, while keeping everyone safe.

Staff and recruitment

Recruitment, development, promotion and employment decisions will be fair, lawful and based on appropriate criteria. Staff can raise concerns about discrimination or harassment through the school's established employment and grievance procedures.

5. Working with pupils and families

We recognise that children and families bring different languages, cultures, beliefs and experiences to Primet. We want everyone to feel confident that they belong and can ask for help.

English as an additional language (EAL) and newly arrived pupils

- Welcome new pupils and families, explaining routines and key school information in an accessible way.
- Assess pupils' starting points without assuming that learning English means a pupil has a special educational need.
- Use visuals, modelling, talk partners and other suitable strategies to help pupils access the curriculum.
- Where practicable, offer translated or interpreted information for important conversations with families.
- Recognise and value home languages and the knowledge pupils bring to school.

Working with parents, carers and the community

- Invite families to share concerns, feedback and ideas, and offer different ways to communicate when needed.
- Consider access needs when arranging meetings, school events and parent information.
- Work with external professionals and community partners when their expertise will help remove barriers.
- Handle personal information sensitively and do not publish identifiable small-group data.

6. Equality in teaching and school life

Teaching, learning and assessment

- Set ambitious expectations for all pupils, with appropriate support and reasonable adjustments.
- Use assessment and wider evidence to spot patterns in achievement and participation, then plan and evaluate support.
- Choose books, images and examples that reflect different cultures, families, disabilities and experiences without stereotypes.

- Challenge biased assumptions and help pupils discuss difference with kindness and curiosity.
- Check that homework, communication and access to resources do not create avoidable barriers.

Clubs, visits and school experiences

We will consider accessibility and reasonable adjustments when planning trips, sports, clubs, performances and other opportunities. Staff will work with families and relevant professionals to plan safe participation, and will review barriers rather than assuming a pupil cannot take part.

Admissions, attendance and behaviour

Admissions arrangements will follow the relevant admissions law and published arrangements. We will monitor patterns in attendance, suspensions and exclusions and consider whether groups of pupils experience disproportionate outcomes. Behaviour decisions will be informed by individual circumstances, safeguarding, SEND and disability-related duties, and the school's current Behaviour Policy.

7. Fair treatment of staff

The school aims to be a fair and inclusive employer. Recruitment, selection, professional development, promotion and allocation of responsibilities will use appropriate, transparent criteria. Reasonable adjustments will be considered for disabled applicants and staff. Staff concerns about discrimination, bullying or harassment will be addressed through the appropriate employment policies and procedures.

Staff training and induction will cover expectations for equality, respectful language, reporting concerns and inclusive practice. Leaders will consider whether workplace policies or arrangements create unnecessary barriers.

8. Responding to prejudice, bullying and discrimination

We challenge discriminatory language and behaviour, including racism, sexism, homophobia, prejudice relating to disability or religion, and other forms of harassment or victimisation. Any incident may be serious even if it happens only once.

- Make sure those affected are safe, listened to and supported.
- Respond calmly and explain why the behaviour or language is unacceptable, in an age-appropriate way.
- Record and report incidents through the school's agreed safeguarding/behaviour recording system, including CPOMS where appropriate.
- Inform SLT promptly for serious or repeated incidents, and refer safeguarding concerns to the DSL without delay.

- Contact parents or carers when appropriate, respecting confidentiality and safeguarding considerations.
- Use the Behaviour Policy and its escalation framework where appropriate, while allowing immediate escalation for serious incidents.
- Follow up, repair relationships where appropriate and check that the behaviour has stopped.

A discriminatory incident may involve words, exclusion from activities, online behaviour, gestures, graffiti or physical behaviour. We will consider the impact on the person affected and the circumstances, not only the intention. Staff will record concerns factually and avoid making assumptions about anyone's identity.

Staff should not promise absolute confidentiality. Information will be shared only with those who need it to protect children and respond properly. Families may raise concerns using the school complaints procedure.

9. Roles and accountability

Governing body	**Agree and oversee equality objectives; challenge leaders; review evidence and publication.**
Headteacher / SLT	Lead implementation, staff training, incident oversight, monitoring and annual publication.
SENDCo and relevant leaders	Advise on access, reasonable adjustments and barriers to participation and learning.
All staff	Model our values, teach inclusively, challenge discrimination and report concerns.
Pupils and families	Treat others with respect, share concerns and help shape an inclusive school community.

10. Monitoring, publication and review

Leaders will review available evidence, including attainment and progress, attendance, participation, behaviour and bullying records, exclusions or suspensions, accessibility and feedback from pupils, families and staff. Patterns will be considered sensitively, and action taken where differences suggest avoidable barriers. Findings will inform school improvement priorities and governors' oversight.

As part of this review, leaders will consider the experiences of disadvantaged pupils, pupils with SEND or disabilities, pupils who speak English as an additional language, and other groups where reliable and appropriate information is available. Disadvantage and

EAL are not themselves protected characteristics, but are important considerations for inclusive school improvement.

The school will update published equality information every year. This policy is scheduled for review in July 2027. Equality objectives will be formally agreed and published by governors, with a new set published within four years of their adoption; progress will be checked at least annually.

Appendix A: Draft equality objectives and action plan

These are proposed objectives for discussion, not a claim that the school has approved targets or established baselines. Governors and SLT should agree measurable targets using current school information before publication.

Proposed objective	Suggested actions	Evidence / success measure	Lead / review
1. Inclusive achievement: identify and reduce barriers to progress	Review attainment and progress by relevant groups; agree targeted support; evaluate impact each term.	Baseline and group-specific progress measures agreed by SLT; termly review notes; reduced identified gaps.	SLT / subject leaders; termly
2. Belonging and respect: strengthen pupils' understanding of equality	Embed Aspire, Respect and Together in assemblies, PSHE, curriculum and responses to prejudice.	Pupil voice, incident trends, curriculum review and family feedback; specific target set after baseline.	PSHE lead / SLT; termly
3. Equal access: improve participation in school life	Audit clubs, visits, communication and adjustments; identify and remove barriers.	Participation audit, adjustments completed, family feedback and review of access barriers.	SENDCo / SLT; termly

Before governor approval

- Confirm the school context and latest equality evidence, including any privacy restrictions.
- Agree a baseline, a measurable target and deadline for each equality objective.
- Confirm named leads, the school's current complaints and recording arrangements, and links to other policies.
- Add the governing body approval date and publish the approved objectives and annual equality information.

Appendix B: Annual monitoring checklist

Area to check	Questions for leaders and governors
Achievement and progress	Are there gaps between pupil groups? What support was tried and did it help?
Attendance and behaviour	Are any groups over-represented in persistent absence, sanctions, suspensions or exclusions?
Participation and access	Can all pupils join trips, clubs and wider activities? What adjustments were made?
Discriminatory incidents	Are concerns recorded, followed up and reviewed for patterns?
Pupil and family voice	Do children and families feel safe, respected, heard and included?
Employment and governance	Are recruitment, training and access arrangements fair and inclusive?

Leaders should record the date of each review, key findings, agreed actions, named leads and follow-up dates. Published information must avoid identifying individual pupils.

Appendix C: Reference guidance

Equality Act 2010; Equality and Human Rights Commission guidance on the Public Sector Equality Duty for schools and equality objectives; Department for Education guidance on school publication requirements. This policy should be checked against any subsequent guidance and the school's legal status before approval.