



## Equality Policy

<b>Responsible Committee</b>	<b>Full Governing Body</b>
<b>Date reviewed</b>	<b>February 2026</b>
<b>Next Review date</b>	<b>September 2026</b>

# Equality Policy

## 1. Statement of Intent

Chambersbury Primary is committed to promoting equality, diversity and inclusion in all aspects of school life. We aim to ensure that all pupils, staff, parents, carers and visitors are treated fairly, with dignity and respect, and that no individual is disadvantaged due to a protected characteristic.

We believe that equality is not solely about meeting statutory duties, but about creating a positive and inclusive culture where everyone feels safe, valued and able to achieve their full potential.

This policy underpins all school policies and practices and supports the school's vision, values and ethos.

## 2. Legal Framework

This policy is informed by, and complies with, the following legislation and guidance:

- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Public Sector Equality Duty (PSED)
- Department for Education guidance: *The Equality Act 2010 and schools*

The Equality Act 2010 protects individuals from discrimination based on the following **protected characteristics**:

- Age (staff only)
- Disability
- Gender reassignment
- Marriage and civil partnership (staff only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## 3. Public Sector Equality Duty

In carrying out its functions, the school has due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a protected characteristic and those who do not
3. Foster good relations between people from different group.

## **4. Roles and Responsibilities**

### **Governing Body**

The Governing Body will:

- Ensure the school complies with the Equality Act 2010
- Approve, review and monitor this policy and the school's equality objectives
- Ensure equality information and objectives are published and accessible
- Monitor the effectiveness of equality practice within the school

An **Equality Link Governor** is appointed to support this work.

### **Headteacher**

The Headteacher will:

- Promote equality and inclusion across the school
- Ensure all staff understand and fulfil their responsibilities under this policy
- Monitor implementation and impact
- Report progress to the Governing Body

### **Staff**

All staff will:

- Uphold the principles of this policy
- Promote inclusive practice in teaching, learning and behaviour management
- Challenge discrimination, prejudice and stereotyping
- Support pupils who share protected characteristics

### **Pupils**

Pupils are encouraged to:

- Treat others with respect and kindness
- Celebrate diversity and difference
- Report incidents of bullying or discrimination

## **5. Eliminating Discrimination**

The school does not tolerate discrimination, harassment or victimisation in any form.

We will:

- Ensure all policies and procedures are fair, inclusive and accessible
- Record, investigate and respond appropriately to incidents of discrimination
- Make reasonable adjustments for pupils and staff with disabilities
- Monitor behaviour, attendance, exclusions and attainment to identify and address inequality

## 6. Advancing Equality of Opportunity

The school works proactively to remove barriers to learning and participation.

This includes:

- Making reasonable adjustments for disabled pupils
- Providing targeted support for vulnerable or disadvantaged groups
- Ensuring all pupils can access the full curriculum
- Working to reduce gaps in attainment, engagement and participation

Relevant data is analysed annually to inform actions and priorities.

## 7. Fostering Good Relations

The school promotes positive relationships and mutual respect through:

- A diverse, inclusive and representative curriculum
- PSHE, RE and assemblies that promote understanding and tolerance
- Celebrating cultural and religious events
- Pupil voice opportunities such as School Council
- Engagement with parents, carers and the wider community

## 8. Equality in the Curriculum

The curriculum:

- Reflects diversity positively and accurately
- Avoids stereotypes and tokenistic representations
- Encourages pupils to challenge prejudice and discrimination
- Promotes British Values alongside respect for difference

## 9. Equality Objectives

The school publishes **specific and measurable equality objectives**, which are reviewed every four years and reported on annually.

### Objective 1 – Pupils with Social, Emotional and Mental Health (SEMH) Needs

#### Objective:

To increase awareness, understanding and effective support for pupils with SEMH needs so they can access learning, feel safe and supported, and achieve their full academic and personal potential.

#### Rationale:

- To reduce stress-related and behaviour incidents
- To ensure timely and effective support for pupils whose mental wellbeing is at risk
- To improve access and outcomes for pupils whose SEMH needs affect attendance or engagement

**Actions:**

- Provide ongoing SEMH and mental health training for staff
- Increase the number of trained Mental Health First Aiders
- Access counselling and therapeutic services through approved providers
- Ensure consistent use of individual support plans and behaviour guidance
- Provide effective home learning for pupils on reduced or alternative timetables

**Objective 2 – Pupils with Autism (Diagnosed or on the diagnostic Pathway)**

**Objective:**

To ensure pupils with autism are fully included, supported and able to access learning and wider school life through understanding, reasonable adjustments and targeted provision.

**Rationale:**

- To reduce barriers to learning and improve wellbeing
- To develop staff understanding of autism, including communication, sensory needs, anxiety and behaviour
- To promote inclusive practice across all aspects of school life

**Actions:**

- Provide regular autism awareness and autism-specific training for staff
- Ensure individual support plans are in place and regularly reviewed
- Implement strategies to support anxiety, emotional regulation and sensory needs
- Adapt teaching approaches and learning environments as required
- Work closely with parents/carers and external professionals

**Objective 3 – Inclusive Lunchtime Provision**

**Objective:**

To ensure a wide range of lunchtime activities is accessible, inclusive and engaging for all pupils.

**Rationale:**

- To promote inclusion and positive social interaction
- To reduce barriers for pupils with SEND, SEMH needs or disabilities
- To support wellbeing, behaviour and a sense of belonging
- To ensure equal access to play and enrichment opportunities

**Actions:**

- Provide a variety of structured and unstructured lunchtime activities
- Make reasonable adjustments to enable full participation
- Train lunchtime staff to support inclusive play and positive behaviour
- Provide calm, quiet or sensory-friendly spaces alongside active play
- Use pupil voice to review and improve lunchtime provision

## **10. Monitoring and Review**

- Equality information is published annually
- Equality objectives are reviewed every four years
- This policy is reviewed in line with statutory requirements or sooner if needed