

SELLINDGE PRIMARY SCHOOL

EQUALITY POLICY 2025-29



Overview

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (ie Race) and Gender.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation (protected characteristics). In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Single Equality Policy summarises the school's approach in ensuring equality for all.

Introduction

Equality of opportunity at Sellindge Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff governors and parents.

Aims and Objectives

Sellindge Primary School aims to enable children to:

- acquire the knowledge, skills and understanding they need to lead confident healthy, safe and independent lives
- become active and responsible citizens
- enable children to develop qualities of mind, body, spirit, feeling and imagination
- develop a sense of self-respect and respect for others.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all.

This school will:

- promote equality of opportunity
- promote racial equality and good race relations
- oppose all forms of prejudice and discrimination

To achieve these aims and objectives we will make all members of the school community aware of our philosophy. Sellindge Primary School's commitment to equality is reflected in our aim to:

- ensure that all pupils and staff are encouraged and able to achieve their potential
- respect, celebrate and value differences between people
- prepare pupils for life in a diverse society
- make the school a place where everyone, taking account of race, colour, ethnic or national origin are welcomed and valued
- ensure that an inclusive ethos is established and maintained
- oppose all forms of discrimination and racial harassment

Leadership and Management

The governing body and staff set a clear ethos which reflects the school's commitment to equality for all members of the school community. The school promotes positive approaches to valuing and respecting diversity. The school ensures the involvement of governors and takes appropriate steps to enable the contribution of parents. The headteacher and chair of governors have responsibility for equality in the school.

Staffing

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines. Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. The skills of all staff, including non-teaching staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. Staff induction packs and regular professional development activities are available for all staff members to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Curriculum

The school believes that every child is entitled to a broad, balanced and coherent curriculum. All children have access to the mainstream curriculum which builds on pupils starting points and is differentiated to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs and disability
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils and promote tolerance and friendship. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The school involves itself in the community and engages fully with outside agencies who inform and support the school's approach, such as advice from a specialist in hearing impairment.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate.

Teaching is responsive to pupils' different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds from which children come as well as promoting diversity and challenging stereotypes in all curriculum areas.

Assessment, Pupil Achievement and Progress

Pupil performance is monitored by formal and informal procedures and is analysed by different groupings including gender. Any pattern of underachievement of a particular group is addressed through targeted support. The school ensures, where possible, that assessment is free of gender, cultural and social bias. Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children. The school recognises and values all forms of achievement. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

School Ethos

The school opposes all forms of racism, prejudice and discrimination. The school supports diversity and promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school and all staff foster a positive atmosphere of mutual respect. Clear procedures are in place to ensure that all forms of bullying and harassment, including religious, racist, sexist and homophobic, are dealt with promptly, firmly and consistently and are in line with LA policies and guidance. All forms of harassment are recorded and dealt with in line with relevant school policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Behaviour, Discipline and Exclusion

The school expects high standards of behaviour from all pupils. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. All staff operate consistent systems of rewards and discipline. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist or potentially damaging to any minority group, is always unacceptable. Racial or bullying incidents are reported to the Governors seasonally, in the Headteacher's Report, as are any fixed term exclusions.

Admissions and Attendance

Steps are taken to ensure that the school's admissions process is fair and equitable to all pupils. Comprehensive information about pupil's ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms. The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for leave of absence for religious observation which includes staff as well as pupils. Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to address any disparities between different groups of pupils.

Partnership with Parents

All parents / carers are encouraged to participate at all levels in the full life of the school. The school takes steps to encourage the involvement and participation of groups of parents and sections of the community. Information and meetings for parents are made accessible to all. Support is given to read and interpret newsletters, reports and other documents when this is required.

Progress reports to parents / carers are accessible and appropriate, in order that all parent/ carers have the opportunity to participate fully. Information material is easily accessible in user friendly language and could be made available in other languages and formats.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and will ensure that the policy and related procedures and strategies are implemented. The school demonstrates due regard to equality considerations when any major decision is made, such as school trips coinciding with religious holidays, building alterations supporting disabled pupils etc. The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

Monitoring and Reviewing

This policy is reviewed annually and updated. It is linked to the school improvement plan and promotes equality throughout the school. Each review will consider that the policy does not disadvantage particular sections of the community. The headteacher and governors will evaluate the effectiveness of the policy.

Links

This policy is referenced in other policies including, but not limited to: Behaviour, SEND and Pay and Conditions

Date written: May 2017
Ratified by the Full Governing Body: 17 th May 2017
Reviewed by the Full Governing Body: 9 th July 2025
Next Review Date: May 2029