

Ashford CE Primary School



Equality Policy

Updated Policy: May 2026

Signed: L Bowman

Approved by FGB: 11 June 2026

Chair of Governors

This policy will be updated in Summer 2029 but will continue to be monitored throughout the period 2026-2029 to ensure progress towards objectives.

Equality Policy

Our School Vision

We are a caring Christian community where everyone adopts an “I can” attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God’s help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

Philippians 4v13

Introduction and Legislation

This single policy is in place to eliminate discrimination, advance equality of opportunity and foster good relations and harmony. Our school aims to promote respect for difference and diversity in accordance with our values and school vision.

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers and the wider community.

For staff and prospective staff, this policy should be read in conjunction with the school’s Safer Recruitment Policy.

Roles and Responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in Appendix 2

In addition to the specific responsibilities above:

We believe that promoting Equality is the whole school’s responsibility.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching and Support Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum.

	Ensure awareness of the responsibility to record and report prejudice related incidents.
Parents	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Uphold the commitment made by the Headteacher on how pupils and parents/carers, staff and the wider school community in tackling inequality and achieving equality of opportunity for all.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Scheme and our published equality information and equality objectives by publishing them on the school's website.

Aims and Values

Ashford CE Primary School is fully committed to offering equality of opportunity to all children and adults. At the heart of our school are a set of core Christian Values. These underpin our whole ethos, curriculum and school life and aim to ensure our pupils leave Ashford CE Primary School as happy, secure, caring and responsible citizens. The values we promote are important within the school community and are values which will be important throughout life. In all that we do we strive to share, encourage and demonstrate positive values with our children; in order that they understand them and strive to live by them.

- Perseverance
- Respect
- Compassion
- Forgiveness
- Courage
- Thankfulness

Principles

At Ashford CE Primary School we believe that all children are entitled to equal access to learning in accordance with their need regardless of disability, ethnicity, gender (including issues of transgender or gender reassignment), family marital or civil partner status, religion and belief, and sexual orientation. We also believe that no child or adult should be discriminated against on the grounds of class, socio-economic status, culture, language, or special needs.

In line with the current equalities' legislation, Ashford CE Primary School will be proactive in promoting equality, eliminating discrimination and eliminating harassment. We will do this in our capacity as an educational provider for our pupils, an employer of staff and a service provider to parents/carers and the public.

We aim for every child and adult at Ashford CE Primary School to achieve the best that they can in all that they do. We encourage everyone to respect the rights of others and to celebrate the wide diversity of our society, in other words, to be tolerant and co-operative in all circumstances.

Any attitude, use of language, action or practice which assumes or implies inherent inferiority or superiority of any group will be dealt with and challenged whether it is overt and intentional, disguised yet deliberate, or unintentional. Any such action, verbal or physical, by pupils will be dealt with rigorously through education, restorative conversations and counselling, staged consequences and parental involvement, where necessary. The guiding principles are for children to understand, take responsibility for, repair damage from and learn from their mistakes/decisions. Any incidents of prejudice and/or bullying are recorded and reported to governors on a regular basis.

Staff are expected to behave in a positive and appropriate manner; failure to do so may result in disciplinary action. Everyone is responsible for:

- Adhering to the principles in this policy
- Promoting equality and good relations and not discriminate on the grounds of any protected characteristics
- Setting a good example
- Being vigilant in all areas of the workplace for any type of harassment and bullying, raising concerns appropriately

All third parties working in the school are responsible for:

- Adhering to the principles in this policy statement
- Promoting equality and good relations and not discriminating on the grounds of any protected characteristics.

We welcome and actively seek contributions from members of the community including visits, special events, visitors, celebrations and assemblies. We also consult with parents, pupils and governors on how we can improve our provision.

Duties

As a school we welcome our duties under the Equality Act 2010. The general duties as set out in the Public Sector Equality Duty are to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the following groups: age (for employees not for service provision); disability; race; sex (including issues of transgender); gender reassignment; maternity and pregnancy; religion and belief; sexual orientation; marriage and civil partnership (for employees). This list is not exhaustive and relates to the protected characteristics outlined in the act. We remain committed to ensuring equality for all and will continue to review our policies and procedure to ensure that we remain protective in supporting our school community.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (**we will not publish any information that can specifically identify any person**)
- prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions: pupil achievement/under achievement; behaviour patterns; exclusions; admissions; attendance; parental involvement; staff recruitment or prejudice related incidents. Questions arising from this analysis are investigated and, if necessary, appropriate and reasonable action is put in place to address any significant discrepancies that are found between groups.

We Recognise and Respect Difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender and non-binary) and gender reassignment – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that we all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status or civil partner status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity, period dignity and menopause – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having

recently given birth, periods and menopause – ensuring period dignity, eradicating period stigma and promoting understanding of the menopause.

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive updates within the school handbook on an annual basis

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging pupils to be involved in a range of school clubs and opportunities)

Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Focusing some worships with relevant issues. Pupils will be encouraged to take a lead in such worships, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at our worship, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with any tensions between different groups of pupils within the school. For example, our regular pupil voice sessions include representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality Considerations In Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school will in future consider whether the trip:

- Cuts across any religious holidays (where reasonably possible to do so based on the need to book in advance and when dates of religious holidays are known)
 - Is accessible to pupils with disabilities
 - Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Tackling Discrimination

Harassment on account of race, religious belief, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Staff have received safeguarding training with regular updates to empower them to identify stereotypes and challenge behaviours.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are recorded on CPOMS and reported termly to the Governing Body. See Appendix 1.

What is a Discriminatory Incident?

Harassment on grounds of race, religious belief, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, religious belief, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Posting comments on social media which are perceived as prejudice or liking or following sites which do not support British Values
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.;
- Refusal to co-operate with other people on grounds of race, religious belief, gender, disability or sexual orientation.

Monitoring Arrangements

The Governing Body will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the Headteacher annually and reported to the Governing Body.

This document will be reviewed by the Headteacher annually, to ensure continued compliance with the Public Sector Equality Duty and reported to the Governing Body.

Link To Other Policies and Documents

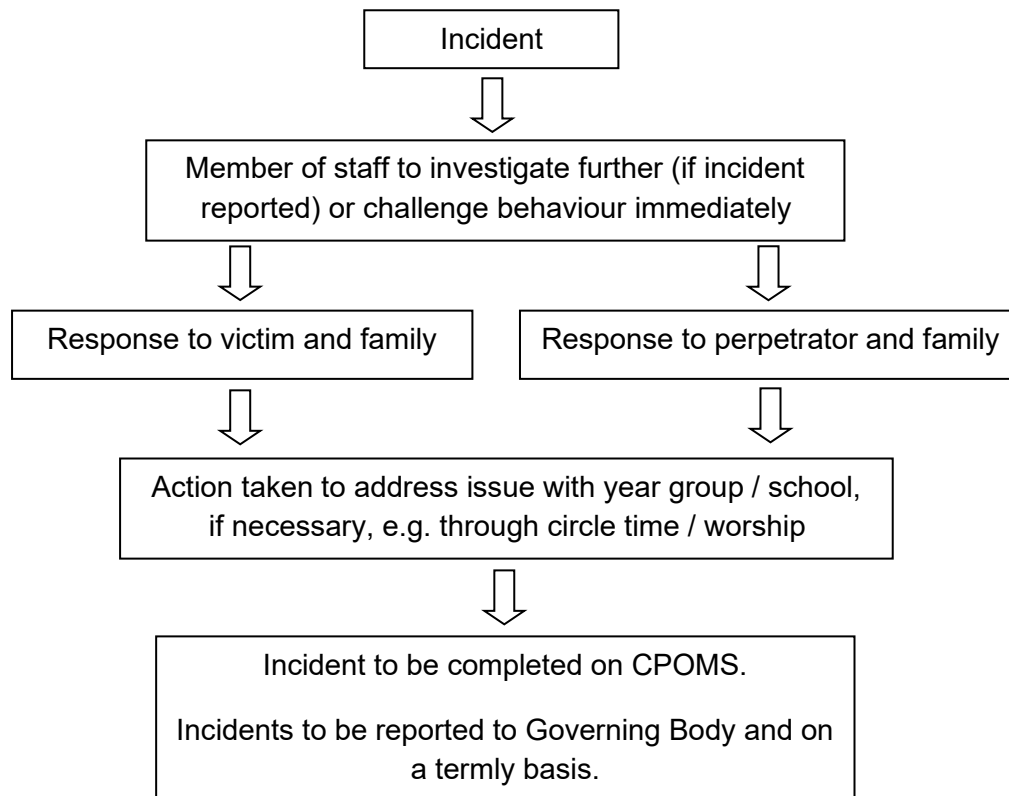
This document links to the following policies:

- Accessibility Plan
- School Risk Assessments
- SEND Information Report
- SEND Policy
- PHSE Policy and Curriculum

- Safeguarding Children Policy and Prevent Risk Assessment
- Positive Behaviour Policy

Appendix 1

Dealing with a Discriminatory Incident



Appendix 2

Equality Objectives 2026-2029

Advance equality of opportunity			
		Success Criteria	Date
Objective 1	Robust systems for monitoring student progress are in place and monitored regularly this included pupil progress meetings, new SEND pupil progress meetings and analysis of progress by category using Insight and Pupil Premium provision mapping This will further be developed with reports to Governors (A & L Committee termly)	<p>Data analysis shows equality of attainment/progress for all groups.</p> <p>A greater understanding of pupil starting points as a baseline and progress made to support achievement across groups including SEND</p> <p>Identify groups and individuals at risk of underachievement and plan intervention.</p>	Half Termly – review progress Spring 2027
Objective 2	Identify further opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and increase understanding and celebrating diversity	<p>Monitoring of the range of texts and increase in diverse texts celebrated</p> <p>Ensure that a new library is in place and contains a wide range of quality texts representative of our community and fostering a love of reading for all our pupils</p>	Summer 2027
Foster Good Relations			
Objective 3	Increase parental confidence in how effectively the school deals with bullying.	<p>Increased positive response on annual parent surveys.</p> <p>Parents to have a greater understanding of Restorative Practice and how this supports behaviour and building resilience in children with life skills of good communication, negotiation, listening and conflict resolution.</p>	<p>Summer 2027</p> <p>Summer 2028</p>