

Girton Glebe Primary School

Equality Policy

Approved by Head Teacher	September 2025
Review cycle	4 yearly

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender and gender identity (including transgender, pregnancy and maternity), religion and belief, and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties 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. This policy should be read alongside our Safeguarding Policy and the statutory guidance *Keeping Children Safe in Education (KCSIE)*, as equality, discrimination and prejudice-related incidents form part of our safeguarding responsibilities.

Guiding principles

5. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation.

Principle 2: We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences in life experience, outlook and background, and the different kinds of barriers people may face, in relation to: disability, so that reasonable adjustments are made

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and gender identity, so that the differing needs and experiences of pupils of all genders are recognised
- religion, belief or faith background
- sexual orientation.
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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

- positive interaction, dialogue and good relations between people of different ethnic, cultural, religious or national backgrounds, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between pupils of all genders, and an absence of sexism and homophobic, biphobic and transphobic (HBT) harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment, promotion and continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

In addition to avoiding or minimising negative impacts of our policies, 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
- pupils of all genders.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that the needs of all those affected by a policy or activity are considered during the design of new policies and the review of existing ones. This includes consideration of the protected characteristics defined in the Equality Act 2010: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation; marriage and civil partnership; pregnancy and maternity.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society locally and nationally by fostering greater social cohesion and greater participation in public life of:

- disabled and non-disabled people
- people from a wide range of ethnic, cultural and religious backgrounds
- women and men, pupils of all genders
- LGBTQ+ people as well as heterosexual people.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the Public Sector Equality Duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable equality objectives based on the evidence we collect (principle 8) and the engagement we undertake (principle 7).

We keep our equality objectives under regular review, report annually on progress towards achieving them, and refresh them at least every four years in line with statutory requirements.

The curriculum

6. We keep each curriculum subject or area under review to ensure that teaching and learning reflect the principles set out in paragraph 5 above, including representation, inclusion and the promotion of positive attitudes towards diversity.

Ethos and organisation

7. We ensure the principles listed in paragraph 5 apply to the full range of our policies and practices, including those concerned with:
 - a. pupils' progress, attainment and achievement
 - b. pupils' personal development, welfare and well-being
 - c. teaching styles and strategies
 - d. admissions and attendance
 - e. staff recruitment, retention and professional development
 - f. care, guidance and support
 - g. behaviour, discipline and exclusions
 - h. working in partnership with parents, carers and guardians
 - i. working with the wider community
 - j. our statutory **Accessibility Plan**, which details how we will improve access to the curriculum, the physical environment and information.

Addressing prejudice and prejudice-related bullying

8. The school is opposed to all forms of prejudice which undermine equality and inclusion, including:
 - a. prejudices towards disabled people and those with special educational needs
 - b. racism and xenophobia, including antisemitism, Islamophobia, and prejudice towards Travellers, migrants, refugees and people seeking asylum
 - c. sexism and homophobic, biphobic and transphobic (HBT) prejudice.
9. All Trust schools follow established guidance and procedures for identifying, assessing, recording and responding to prejudice-related incidents.
10. We log all prejudice-related incidents on MyConcern and report to the Trust the number, nature and severity of these incidents, as well as the actions taken in response.

Roles and responsibilities

11. The governing body is responsible for ensuring compliance with legislation and that this policy, its related procedures and action plans are implemented.
12. The headteacher is responsible for implementing the policy; ensuring staff understand their responsibilities and receive appropriate training; and taking action in cases of unlawful discrimination.

13. A senior member of staff has day-to-day responsibility for coordinating implementation of the policy.
14. All staff are expected to:
 - a. promote an inclusive and collaborative ethos in their classroom
 - b. deal promptly with any prejudice-related incidents
 - c. plan and deliver curricula and lessons that reflect the principles in paragraph 5
 - d. support pupils for whom English is an additional language
 - e. stay up to date with equalities legislation relevant to their role
 - f. understand the safeguarding implications of discrimination and prejudice (as per *KCSIE*).

Information and resources

15. We ensure this policy is communicated to all staff, governors, and—where appropriate—pupils and their parents and carers.
16. All staff and governors have access to resources that explain equality, diversity, inclusion and community cohesion.

Religious observance

17. 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

18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, individually and in teams.

Breaches of the policy

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

Monitoring and review

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make reasonable adjustments where needed.
21. In particular, we analyse data relating to achievement, behaviour and engagement, broken down as appropriate according to disability and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. We also consider socioeconomic disadvantage where relevant, recognising its impact on equality of opportunity.