



Believe, Achieve, Succeed

Equality Information and Objectives

Responsibility for this policy lies with (Headteacher, Full Governing Body or Finance & Premises Committee)	Headteacher
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Vicar's Green Equality Objectives

Introduction

This Equality Plan has been written to meet the requirements for schools to carry out the **Public Sector Equality Duty (PSED)** in accordance with the Equality Act 2010. It should be read alongside:

- Equality objectives
- Special Educational Needs and Disabilities policy
- Relationship, Sex and Health Education policy
- Behaviour policy & principles
- Anti-bullying policy
- Accessibility plan

This plan follows the Department for Education guidance *The Equality Act 2010 and schools (May 2014)*.

1. Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably based on a protected characteristic, including by association or perception.

Protected characteristics include:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage/civil partnership

Age is a protected characteristic in employment and provision of goods/services but does not apply to pupils. Pupils can be grouped by age for educational purposes. For further information see Appendix 1

The school must have **due regard** to:

- Eliminating discrimination and other prohibited conduct
- Advancing equality of opportunity between those with and without protected characteristics
- Fostering good relations across all characteristics

Discrimination, harassment, or victimisation is unlawful in relation to:

- Admissions
- Education provision
- Access to benefits, facilities, or services
- Exclusion or other detriment

Having due regard means that equality implications are considered whenever significant decisions are made.

2. Statement of Equality

Vicar's Green Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers, irrespective of race, gender, disability, faith, socio-economic background, or other protected characteristics.

The school promotes a culture of **inclusion and diversity**, challenging bullying and stereotypes, and creating an environment of respect. Diversity is celebrated as a strength, and all members of the school community are encouraged to participate fully in school life.

3. Admissions and Exclusions

- Admissions are fair, transparent, and do not discriminate based on protected characteristics or socio-economic factors.
- Exclusions are based on the Behaviour Policy. Exclusions are monitored to prevent adverse impact and address discrepancies.

4. Education Framework and Values

Values-based ethos

- Adults model values and provide time for pupil reflection to encourage effective learning and good citizenship.
- The Inner Curriculum, including the **No Outsiders programme**, promotes inclusion and fundamental British values: democracy, individual liberty, mutual respect, and tolerance.
- Assemblies and events support spiritual, moral, social, and cultural development.
- Core values: respect, resilience, empathy, reflection.

Curriculum and Teaching

- Age-appropriate lessons address protected characteristics and promote discussions about diversity and equality.
- Assemblies highlight inclusivity, respect, and understanding of different cultures, beliefs, and identities.
- RSHE lessons reinforce understanding of protected characteristics.
- Acts of worship follow the general exception allowing broadly Christian observances in maintained schools.

5. Equal Opportunities for Staff

- All staff appointments and promotions are based on merit and ability, compliant with the law.
- Staffing and governance aim to reflect community diversity.
- Employer duties include eliminating discrimination and harassment, and promoting equality.
- Equality considerations (gender, race, disability, sexual orientation, gender reassignment, religion/faith) are applied in recruitment, role allocation, and staff structure decisions.

Actions include:

- Monitoring recruitment, retention, and staff wellbeing
- Providing professional development opportunities
- Leadership support to ensure equality

6. Roles and Responsibilities

6a. Governing Board

- Sets 3-year equality objectives and reviews them annually
- Ensures fair recruitment and non-discrimination on protected characteristics
- Ensures school environment accessibility and inclusive communication
- Welcomes applications regardless of socio-economic background, race, gender, or disability
- Ensures no pupil discrimination during school life

6b. Headteacher

- Implements the Equality Plan, supported by governors
- Ensures staff awareness and fair application of the plan
- Monitors recruitment and training for equality compliance
- Promotes equality in the curriculum and school activities
- Treats all incidents of unfair treatment, bullying, or discrimination seriously

6c. All Staff

- Complete equality training every 3 years or on induction
- Treat all pupils fairly and respectfully
- Provide materials promoting positive images and challenging stereotypes
- Challenge and report prejudice, racism, or homophobia
- Support colleagues in managing discriminatory incidents

7. Tackling Discrimination

- Harassment or discrimination based on protected characteristics is unacceptable.
- Staff address incidents, identify prejudice, and support diverse pupil needs.
- Awareness of **direct discrimination** (less favourable treatment due to a protected characteristic) and **indirect discrimination** (practices disadvantaging those with protected characteristics).

Discriminatory incidents include:

- Physical assault
- Derogatory names, insults, or jokes
- Racist, sexist, or homophobic graffiti
- Provocative behaviour or symbols
- Discriminatory material in school
- Verbal abuse or threats
- Recruitment to discriminatory groups
- Ridicule based on difference
- Refusal to cooperate due to protected characteristics
-

Responding and Reporting:

- Pupils report via online behaviour system; staff report to headteacher (or chair of governors if headteacher is involved).
- Incidents addressed via Behaviour Policy (pupils) or Code of Conduct (staff)
- Termly analysis and reporting to governors

8. Monitoring and Review

- Progress against equality objectives is reviewed annually
- Full plan and action plan reviewed every 4 years
- Pupil achievement monitored by ethnicity, gender, and disability to identify and address gaps

9. Publishing the Scheme

- Equality information and objectives published on the school website
- Plan communicated via newsletters, staff meetings, and other communications
- Hard copies available on request

Government advice for schools:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Signed by.

Headteacher: **Date:**

Chair of Governors: **Date:**

Appendix 1

Protected Characteristic	Eliminate Discrimination, Harassment & Victimisation (Evidence)	Advance Equality of Opportunity (Actions/Measures)	Foster Good Relations (Actions/Measures)
Race	Race equality policy Data on admission (termly) Termly reports on racial incidents to GB Low number of reported racial incidents staff and student training on anti-racism	Celebration of differences Curriculum includes diverse perspectives Assemblies School policies Value differences EMA team & Inclusion team holistic approach Termly monitoring of attainment and behaviour by race; targeted support for underperforming groups; mentoring and academic interventions.	Celebration of differences- Cultural celebration events (e.g., Black History Month, Diwali) Curriculum Assemblies on diversity Family Liaison Officer Good links with parents School policies promote equality Job descriptions for staff School values School displays promote diversity parent engagement sessions
Disability	School policies Accessibility audits Inclusive classroom practices SEND policy Feedback from parents/pupils surveys Termly reports to GB Assessment data	School policies Raising attainment and tracking academic progress Inclusion team support. tailored interventions; use of assistive technology; training for staff on differentiated instruction (e.g Therapeutic Thinking)	Good links with parents Assemblies Family Liaison Officer SEND inclusion events Send structured meetings, conversations and reviews. Assemblies promote school values and understanding of disability School displays promote diversity Peer buddy programme
Gender	Admissions process Recruitment process Gender equality policy Tracking data including monitoring of behaviour incidents staff training on gender bias	Recruitment process School policies Raising attainment of girls KS2 Maths Tracking progress/attainment by gender Termly Pupil Progress meetings Targeted interventions Gender-neutral curriculum resources	Good links with parents Family Liaison Officer Assemblies highlighting gender equality School values Student leadership programs promoting equal participation (e.g head boy and Head girl); Engagement and conversations with parents on gender awareness.
Gender Reassignment	Inclusive practices Admissions process Recruitment process Equality policy staff training on transgender inclusion	Celebration of diversity in curriculum School policies Value differences Review of practices for inclusivity Inclusion team-holistic approach Access to facilities aligned with gender identity Provide pastoral support	Good links with parents Admissions process School values Mentoring programs Staff and peer training Clear policies supporting students and staff during transition
Pregnancy and Maternity	Maternity/paternity leave policy Risk assessment Reasonable adjustments in the workplace Regular check in with staff	Flexible working arrangements Phased returns to work plans Targeted support for contusing professional development Continue good practice Maternity/Paternity leave	Promote understanding of parental rights among staff celebrate returning parents Peer support groups for new parents returning to work Continue to make reasonable adjustments to ensure they are supported at work School values in practice
Age	Employment/recruitment process and monitoring by age. Anti age discrimination training for staff and part of the Safer Recruitment process.	Recruitment process Career development opportunities for staff of all ages Mentoring schemes Review of staff retention data by age	Recruitment process School values in practice Intergenerational projects Staff and student collaboration across age groups Celebrating achievements of staff and students of all ages
Religion and Belief	Admissions and employment procedures and monitoring Employment documents Balance of staff employed Staff training on religious sensitivity Policy review to prevent religious discrimination	Celebration of differences Curriculum includes study of world religions and non religious groups Assemblies promoting understanding of diverse beliefs flexible arrangements for religious observance	Religious celebration events Curriculum Assemblies including interfaith week Good links with parents and the community School values School displays promote diversity and respect for all faiths
Sexual Orientation	School policies Inclusive practices in admissions and recruitment process Equality policy Anti-bullying procedures Staff training	Celebration of differences through the curriculum School policies Value differences Review of practices Inclusion team-holistic approach Targeted support and mentor programme Monitoring of incidents of harassment	Good links with parents Family Liaison Officer Admissions process School values Awareness assemblies Pupil support Engagement with parents and local community School displays promoting inclusion
Marriage & Civil Partnership	Employment policies monitored for compliance Anti-discrimination guidance and staff training	Ensure access to all staff benefits equally Monitor recruitment, retention, and promotion for fairness	Promote understanding through assemblies and staff workshops; celebrate diversity in family structures