Responsible Body	Title of Policy	
Governing Body of Flyford Flavell Primary School	Equality Policy	

Last reviewed on Date: 30th September 2026

Next Review Date: 30th September 2029

Signature.....**(Chair of Governors)**

Print Name…….

Equality Policy

1. Aims and Objectives

Flyford Flavell Primary School provides education for all, acknowledging that the society within which we live is enriched by diversity. Flyford Flavell Primary School aims to create a fair and just school community that promotes social inclusion, community cohesion and equality and acts upon discrimination and inequality. We aim to develop and maintain a culture of inclusion and diversity, in which all those connected with the school feel proud of their identity, feel respected and are able to participate fully in school life.

This policy helps to ensure that our school promotes the individuality of all our children and staff, irrespective of race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, marriage or civil partnership (for staff) or age (for staff). Within our inclusive ethos we do not tolerate bullying, harassment or unlawful discrimination of any kind.

Flyford Flavell Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, receives less favourable treatment on any grounds which cannot be shown to be justified. Under this policy protection is afforded to individuals with the protected characteristics listed under the Equality Act 2010, which include race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, marriage or civil partnership (for staff) and age (for staff).

Equality and diversity is more than just meeting legal obligations, or targets. It is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. This means an ongoing commitment to ensuring that our services meet the varied and individual needs of children and young people in our school. We will make sure that our employment practices are fair and promote equality. We will actively value a wide variety of lifestyles and cultures, locally and nationally. We will prepare children and young people for living in a diverse society with increasing global connections and controversial issues.

Flyford Flavell Primary School recognises that monitoring and evaluation of equality is essential to ensuring that pupils are not being disadvantaged. The achievement of pupils will be monitored by race, sex, age and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination through our positive approach to equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

2. Mainstreaming Equality into Policy and Practice

2.1 Teaching and Learning

Flyford Flavell Primary School aims to provide all our pupils with opportunities to succeed, and to reach the highest level of personal achievement. To do this we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

- Monitor achievement data by race, sex, age and disability and action any gaps, including providing targeted support where appropriate;
- Take account of the achievements of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population and local community, which do not stereotype but which do expose pupils to a range of thoughts and ideas;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues, which reflect on social stereotypes, expectations and their impact on learning;
- Include teaching and classroom-based approaches which are inclusive of our diverse range of pupils;
- Seek to involve the community around the school in celebrating and raising awareness of cultural diversity.

2.2 Admissions and Exclusions

Our admission arrangements are fair, transparent and do not discriminate with reference to the protected characteristics or socio-economic factors.

Our admission arrangements are fair, transparent and do not discriminate against individuals with protected characteristics. Suspensions and permanent exclusions will be undertaken in accordance with the Behaviour Policy and current Department for Education statutory guidance.

3. Equal Opportunities for Staff

3.1 Equality of Opportunity for Staff

Flyford Flavell Primary School is committed to the implementation of equal opportunities principles, monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community.

3.2 Employer Duties

As an employer we will ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Aspects of equality (age, sex, race, disability, sexual orientation, gender re-assignment, pregnancy and maternity, and religion and belief) are considered when appointing staff or re-evaluating staff structures, to ensure decisions do not unlawfully discriminate against any person.

Actions we will take to ensure that this commitment is met include**:**

- Monitoring recruitment and retention including bullying and harassment of staff;
- Providing continued professional development opportunities for all staff, which are monitored as part of the performance management process;
- Provision of Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the Law

4.1 Statement of Intent

Flyford Flavell Primary School will ensure it does not unlawfully discriminate against its pupils, prospective pupils, staff, job applicants, or parents / carers in the performance of its duties or in applying its policies and practices.

Unlawful Discrimination involves treating someone less (or more) favourably than a “comparator”. Harassment (which is a form of discrimination) means violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation involves treating a person less favourably because of a previous complaint. We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
- Harassment
- Victimisation

4.2 Accessibility

The school will comply with the Equality Act 2010, Building Regulations and the School Premises (England) Regulations 2012. Reasonable adjustments will be made to support pupils, staff and visitors with disabilities.

We will work actively to anticipate the needs of staff and pupils who have a disability and will ensure their inclusion by making reasonable adjustments. When considering whether a request for a reasonable adjustment can be met we will consider the following factors:

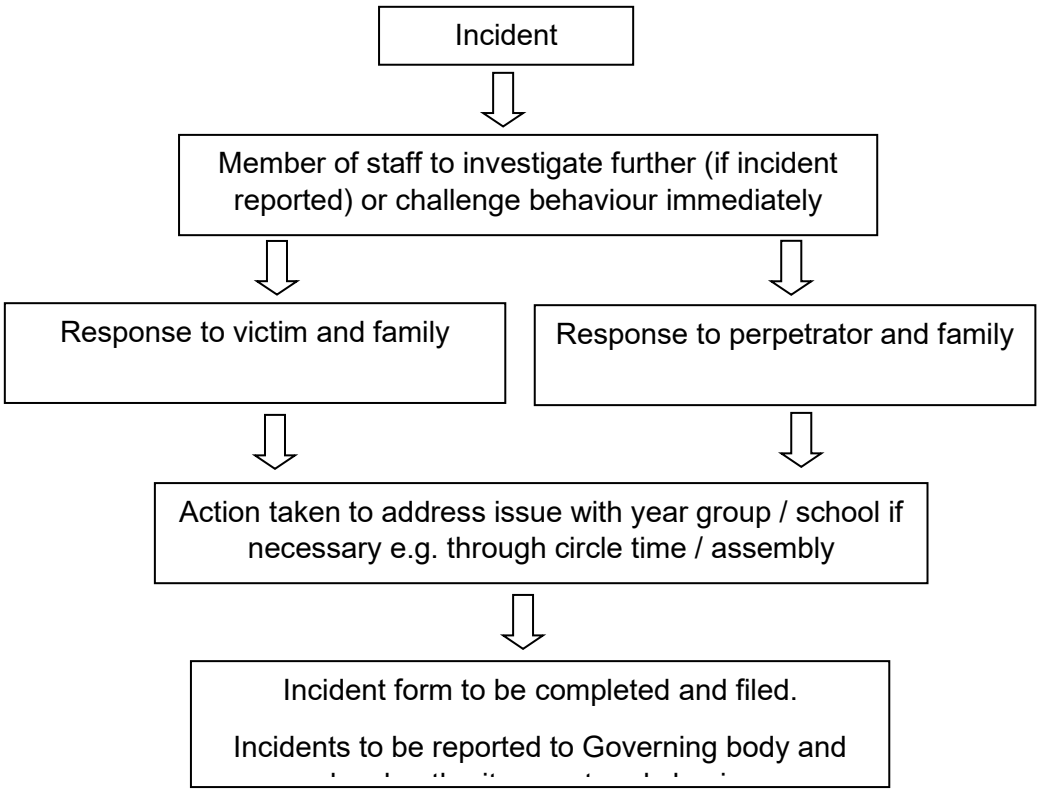
- How effective the change will be in assisting the disabled person;
- Its practicality;
- The cost;
- The resources and size of school;
- The availability of any financial support;
- Any safety issues.

4.3 Responding to and Reporting Incidents

We will ensure it is made clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A procedure for responding and reporting is outlined below:

Raising a Concern – suggested procedure for responding and reporting



5. The General and Public Sector Equality Duties

The Equality Act 2010 introduced a single Public Sector Equality Duty for all public bodies, including schools. This duty applies in respect of all protected characteristics – race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, marriage or civil partnership and age. The Public Sector Equality Duty has three aims, which together are referred to as the General Equality Duty. It states that the school will, in the discharge of its functions, have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

Flyford Flavell Primary School will tackle discrimination by:

- Recording and reporting all bullying and incidents related to prejudice.

Flyford Flavell Primary School is committed to advancing equality of opportunity by:

- Removing or minimising disadvantage;
- Taking steps to meet the needs of pupils, parents / carers and staff; and
- Encouraging participation in any activity in which participation of protected groups is disproportionately low.

Flyford Flavell Primary School will foster good relations by:

- Tackling prejudice and harassment including bullying, and

- Promoting understanding between pupils from different backgrounds.

Flyford Flavell Primary School will ensure that a clear procedure is in place to enable all pupils and staff to report any incidents which are of concern. All staff will be encouraged to consider dealing with such incidents as a vital aspect of well-being for the whole school.

Schools are required in fulfilment of the Public Sector Equality Duty to set and publish equality objectives and publish information which will demonstrate how the school is complying with the aims of the General Equality Duty and is meeting the objectives it has set. In order to comply with the requirements of the Public Sector Equality Duty we will:

i. Collect Equality Information, Use this to Inform our Policies and Publish our Policies

Flyford Flavell Primary School will undertake routine equality monitoring of our pupils by race, gender, age and disability across a number of areas including admissions, exclusions, progress and attainment.

Flyford Flavell Primary School will also undertake routine equality monitoring of our staff. We will collect the following workforce information;

- The number of part-time / full-time staff and analysis of race, gender, disability, and age distribution;
- Gender pay gap information; and
- Grievances and dismissals.

We will use information from our routine equality monitoring to inform our Equality Policy and other school policies; including those relating to accessibility, SEN provision, admissions and exclusions. Our policies will be published.

ii. Undertake Engagement Activity with Protected Groups

Flyford Flavell Primary School will undertake engagement activity with protected groups to ensure that those who are affected by a policy or activity are consulted and involved in the design of new and the review of existing policies where possible**.** Engagement activity may include:

- Surveys
- Community Voice
- School council
- Parents Forum

iii. Identify and Publish School Equality and Accessibility Objectives

Flyford Flavell Primary School will develop specific and measurable equality and accessibility objectives based on the evidence gathered and the engagement in which we have been involved. Objectives will meet the three aims of the General Equality Duty. These objectives are set out in section 1. of our Equality Policy and will be reviewed annually. When necessary we will draw up an action plan within the framework of the overall school improvement plan and self-evaluation process; this will set out the specific equality and accessibility objectives we will pursue. We will report on progress towards achieving them.

6. <u>Roles and Responsibilities</u>

6.1 The Role of Governors

The governing board has set out its commitment to equal opportunities in this policy and will continue to do all it can to ensure that the school is fully inclusive and meets the needs of both pupils and prospective pupils.

The governing board seeks to ensure that no-one seeking employment at the school will be subject to any kind of unlawful discrimination. The governing board seeks to ensure that no child is discriminated against whilst in our school on account of any of the protected characteristics and that all reasonable adjustments are made for disabled pupils. It will take all reasonable steps to ensure that the school environment is accessible to adults and children who have disabilities. It will strive to ensure school communications are as inclusive as possible for parents, carers and pupils.

The governing board will monitor progress towards achieving equality objectives, evaluate ongoing compliance with Equality legislation and review this Equality Policy on an annual basis.

6.2 The Role of the Head Teacher

The Head Teacher is responsible, with the support of the governing board, for the implementation of the school's Equality Policy.

The Head Teacher will ensure that all staff are aware of this Equality Policy and their responsibilities within it, and that teaching and non-teaching staff are given appropriate training and support to apply this policy fairly in all situations.

The Head Teacher will ensure that all appointment panels give due regard to this policy, so that no-one is discriminated against in respect of employment or training opportunities.

The Head Teacher will promote equality principles and standards when developing the curriculum, promote respect for other people, and promote equal opportunity to e participate in all aspects of school life.

The Head Teacher will consider all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, as matters of grave concern.

6.3 The Role of All Staff: Teaching and Non-teaching

All staff will ensure that all pupils and members of staff are treated fairly, equally and with respect and will promote and maintain awareness of the school's Equality Policy.

All staff will strive to provide curriculum material that includes positive images and challenges stereotypical images and assumptions.

All staff will challenge any incidents of bullying, prejudice, racism or homophobia, and will record any serious incidents, drawing them to the attention of the Head Teacher.

Teachers will support the work of ancillary or support staff and support and encourage positive intervention in respect of any discriminatory incidents.

Staff are personally responsible for acts of discrimination, harassment or victimisation that they carry out during their employment.

All staff will challenge bullying, discrimination, harassment and prejudice-based incidents, including racist, homophobic, biphobic and transphobic behaviour.

7. Scheme of Delegation

Responsible body	Governing board
To whom delegated	Mrs A Howarth
Formulation of policy and procedure	Governing board Rosalind Bennett
Amendments to policy	Governing board Rosalind Bennett
Monitoring of policy	Governing board Rosalind Bennett
Implementation of policy	Rosalind Bennett All staff
Date of last policy review	September 2026
Date of next policy review	September 2029

Annex A: Guidance on Protected Characteristics

The protected characteristics for the school's provisions are:

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

Young carers are recognised as a vulnerable group but are not a protected characteristic under the Equality Act 2010

Disability

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).

People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Equality Act 2010.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

For example:
Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects.

Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Gender Reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor;
- Once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on;
- They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected;
- Start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person;
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy; or

- Have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This policy uses the terms trans or transgender where appropriate while recognising that the Equality Act 2010 protected characteristic is gender reassignment.

Pregnancy and Maternity

The Equality Act 2010 lists pregnancy and maternity as a protected characteristic.

Race

Race means a person's:
- Colour, and/or
- Nationality (including citizenship), and/or
- Ethnic or national origin.

A racial group is composed of people who have or share a colour, nationality or ethic or national origins.

A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'.

Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion or belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

'Belief' means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act 2010:
- It must be genuinely held;
- It must be a belief and not an opinion or viewpoint based on information available at the moment;
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.

- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

Sexual Orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to:

- Some people are only attracted to those of the same sex (homosexual people).
- Some people are attracted to people of both sexes (bisexual people).
- Some people are only attracted to the opposite sex (heterosexual people).

Everyone is protected from being treated worse because of sexual orientation, whether they are homosexual, bisexual, or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.