



Congerstone Primary School

Equality Policy

Status	Active		
Sources	School Policy		
Version	February 2026		
Governors committee	All Governors		
Consultation Period	February 2026		
Date approved	February 2026		
Date of next review	February 2027		
Target group	Everyone		
Linked policies			
Signed – Chair of Governors			
Signed – Headteacher			
Document History:			
Version	Date of Review	Reviewed by:	Revisions made:
	Sept 24	AR	Updated language on Equality Objectives

Be Kind

EQUALITY POLICY

Congerstone Primary School has an obligation under the Equality Act of 2010 as an employer and a school which carries out a public function and service. Compliance with the Public Sector Equality Duty by 31st December 2011 is a legal requirement and requires schools to integrate and include consideration of Equality into day to day routines at Congerstone Primary School. As set out in The Equality Act 2010, schools must exercise their functions and have due regard to:

1. **Eliminate discrimination**, harassment, victimisation and other conduct prohibited by the Act.
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not.
3. Foster good relationships between people who share a protected characteristic and those who do not.

The Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
- In the way it provides education for pupils
- In the way it provides pupils access to any benefit, facility or service
- By excluding a pupil or subjecting them to any other detriment (It is also unlawful to discriminate because of the association a pupil may have.)

Age*	Pregnancy and maternity	Sex
Disability	Race	Sexual orientation
Gender reassignment	Religion or belief	Marriage & civil partnership**
For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services, it is included however in relation to staff.		
Marriage and civil partnership** are also protected characteristics but only in relation to employment		

- In order to meet our general duties, 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 our compliance with the general duty across its functions. (Annual Equality report)
 - Publish equality objectives. (detailed in this policy and on the [website](#)).

Overview

At Congerstone Primary School, we are committed to ensuring all staff, pupils, governors, parents and carers feel safe from victimisation, harassment and discrimination; feel treated with equal status in line with the Public Sector Equality Act. It is the expectation that all pupils who leave Congerstone in Year 6 will have a balanced view of society and its differences and be an advocate for equality, so that all those connected to our school feel proud of their identity and able to participate as fully as possible in all aspects of school life.

Equality in Policy and Practice

- As well as the specific actions set out in this plan, school operates equality of opportunity in its day-to-day practice in the following ways.
- make reasonable adjustments to accommodate difference and promote equality.
 - ensure no-one is unfairly or illegally discriminated against as a consequence of any of their protected characteristics
 - investigate any form of discrimination, harassment or victimisation by, or to, any pupils or member of staff at Congerstone Primary School and, when necessary, respond promptly and effectively to any incidents

1. Eliminate Discrimination

School will:

- Prioritise and apply best practice in anti-bullying, including equality perspectives
- Expect all staff, teaching and non-teaching, to view dealing with incidents as vital to the well-being of the whole school.
- Expect all school staff to challenge and address any issues bullying and harassment, including that originating in discriminatory attitudes
- Keep a record and report these incidents to the headteacher
- Expect the headteacher to consider if the incident is perceived as discriminatory and report any discriminatory incidents to the governing body on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour

Types of discriminatory incident

Types of discriminatory incidents that may occur are:

- Physical assault against a person or group because of a protected characteristic
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or otherwise discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or otherwise discriminatory badges or insignia;

- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to a protected characteristic
- 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 a protected characteristic

2. Advance equality of opportunity

a) Teaching and Learning

To provide all our pupils with opportunities to succeed and to fulfil their potential we:

- Acknowledge the expectation that British Values (Democracy, Rule of law, Individual liberty, Mutual respect and Tolerance of those with different faiths and beliefs) will be routinely emphasised as part of school life, both inside and outside the classroom.
- Ensure all pupils have equal access to an appropriate, relevant and differentiated curriculum.
- View diversity positively and as a strength to be respected and celebrated by all those who learn, teach and visit at Congerstone Primary School.
- Promote equality of opportunity by ensuring our teaching and learning promotes equality, whilst celebrating diversity. As well as promoting community cohesion by fostering good relations both within school and the wider community.
- Actively aim to broaden the horizons of our pupils through curriculum and extracurricular experiences, in order that they may better recognise, appreciate and respect the wider world beyond our school and their own cultures.
- Monitor the achievement of all pupils, use this data when necessary to; ensure inclusive teaching, support pupils and raise standards.

b) Admissions and Exclusions

- Our school adopts in its entirety the Local Authority School Admissions Policy, itself wholly compliant with English law. Admissions arrangements do not discriminate on race, gender, or disability grounds.
- An exclusion will only happen strictly in accordance with the school Relational and Behaviour for Learning Policy and National guidance on the exclusion of pupils. School Governors will be informed promptly of a pupil exclusion and monitor exclusion data to ensure compliance with all statutory obligations.

c) Equal Opportunities for Staff

As an employer, we have an obligation to address any discrimination in the workplace and to be scrupulous in promoting equality of opportunity for all groups in our workforce.

Actions to ensure this commitment is met include:

- Appoint staff and make promotions on the basis of merit and ability and in compliance with the law.
- Use recruitment activities, which comply fully with all Equal Opportunities legislation
- Promote posts and provision of further professional training on the basis of objective criteria relating to school need and individual aptitude
- Encourage the recruitment of disabled people to school in appropriate roles and support them in their work and career development
- Recruit the best candidates to the school workforce, irrespective of any protected characteristics
- Recruit to the Governing body, through due process, the best candidates, irrespective of any protected characteristics
- Apply all statutory and school grievance protocols and procedures in a fair, timely and transparent manner.
- Governors monitor all aspects of recruitment and professional advancement

Positive relationships are created by the elimination of discrimination and the opportunities we are providing.

There are occasions where pupils unknowingly stray into behaviours that maybe perceived as discriminatory (e.g. young children using words or actions the meaning of which is not clear to them). Such situations need to be dealt with reasonably and sensitively. The decision on whether to address such events as actually discriminatory is for the Head Teacher who is accountable in this to the Governors. Incidents not judged as discriminatory nevertheless need to be recorded but need not be formally reported.

However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area

Our Equality Objectives have been identified;

- Narrow the gap in performance of children eligible for Pupil Premium and their peers
- Narrow the gap in performance between children recognised as having SEND and their peers.
- Anticipate any gaps in performance of children joining Congerstone Primary after EYFS.
- Ensure all vulnerable groups are fully represented in clubs and school roles.
- Ensure our curriculum provides plenty of opportunities to discuss a wide range of equality issues.

Duties around accessibility for disabled pupils

We acknowledge accessibility in any refurbishments that may be needed to make reasonable adjustments to the school environment. For example; purchase of ramps for easier access to classrooms and provision of a disabled parking space. Any changes to the environment in this respect will be included in our School Development Plan within our school environment priority and also recognised where relevant in our H & S audits.

Prevent Duty

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and the latest duty on schools as part of the Counter Terrorism and Security Act 2015. Congerstone Primary has due regard to the need to prevent people from being drawn into terrorism. This principle is threaded through other policies (e.g., Anti-bullying, Relational and Behaviour for Learning, PSHE, Teaching and Learning, Acceptable Use policies) Extremism and Radicalisation is also part of regular Safeguarding training. We fully advocate the principles of British Values through our curriculum and in our expectations of our whole school community for respect. As a school we will respectfully challenge extremist views and note concerns arising in our race/hate records. 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.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve the school community widely
- Strive to ensure that society will benefit

We believe that promoting Equality is the whole school's responsibility:

5. Monitoring impact

It is a requirement that the development of this plan and actions within it have been informed by the input of staff, governors, pupils and parents/carers. We have achieved this by using the following to shape the plan:

- Feedback from parental consultation e.g through parental questionnaires
- Input from staff surveys or through staff meetings
- Pupil feedback from the School Council, Pupil Voice Questionnaires, PSHE lessons and other curriculum activities
- Issues raised in SEN Annual Reviews or reviews of progress on EHCPs, Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.
- Reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Accessibility Plan and review the entire plan and accompanying objectives regularly.

Linked policies that re-enforce this duty include our Relational and Behaviour for Learning Policy, Anti-Bullying Policy, Attendance Policy, Teaching and Learning Policy, PSHE Policy, and Pay Policy.

Appendix A Roles and Responsibilities

The role of governors

- Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these
- Seek to ensure people are not discriminated against when applying for jobs at our school
- Take all reasonable steps to ensure the school environment gives access to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications from all children to join school, regardless of any protected characteristics
- Ensure no child is discriminated against whilst in our school on account of any protected characteristics

The role of the Head Teacher (Deputy Headteacher in Headteacher absence)

- Implement the school's Accessibility Plan (supported by the governing body)
- Ensure all staff are aware of the Accessibility Plan, and apply these guidelines fairly in all situations.
- Ensure all appointments panels give due regard to Accessibility plan, with regard to employment or training.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Respond to all incidents of unfair treatment; bullying or discrimination, including racist incidents, with due seriousness and act on these in a timely manner.
- Monitor incidents logged via CPOMs, take appropriate actions including reporting to Governors

The role of all staff: teaching and non-teaching

- Ensure all pupils are treated fairly, equally and with respect, maintain awareness of Accessibility Plan.
- Strive to provide materials with positive images based on race, gender & disability, which challenges stereotypical images.
- Challenge incidents of prejudice, racism or homophobia, record any serious incidents, drawing them to the attention of the Head Teacher.
- Record other behaviours which maybe deemed to be less serious and alert the Headteacher via CPOMs
- Support each other and encourage staff to intervene in a positive way against any discriminatory incidents.

Appendix B- guidance for what should be included in a CPOMS log

A description of the incident/behaviour

Types of discriminatory incident Types of discriminatory incidents that may occur are: • Physical assault against a person or group because of a protected characteristic • Use of derogatory names, insults and jokes; • Racist, sexist, homophobic or otherwise discriminatory graffiti; • Provocative behaviour such as wearing racist, sexist, homophobic or otherwise discriminatory badges or insignia; • Bringing discriminatory material into school; • Verbal abuse and threats; • Incitement of others to discriminate or bully due to a protected characteristic • 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 a protected characteristic	When incident took place a. Before school b. Morning lessons c. Break time d. Lunchtime e. Afternoon lessons f. Home time g. After school
It will also include any actions taken to resolve matters • Pupil to give verbal account, • Pupil to write account, • Sanctions, • Mediation between pupils, • Apologies, • First Aid needed, • Headteacher informed, • Parents informed	

NB Parents have an entitlement to view report/incident logs, should they wish to do so