

EQUALITIES POLICY

Ford Primary School

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Approved by: FPS Local Governing Body

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Introduction

At Ford Primary School, we believe that diversity is a strength, which is respected and celebrated by all those who learn, teach and visit here. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. 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.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
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Legislation and guidance

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.

This document also complies with our funding agreement and articles of association.

Roles and responsibilities

The governing board 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

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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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.

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 groups listed below:

- 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)

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

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 which 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

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
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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.
- Holding weekly assemblies that deal with a range of current matters both locally and globally. In light of Covid-19, when and where possible we aim work with external speakers to support the school in developing a culture of inclusion and diversity. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to ensure positive relations between different groups of pupils within the school. For example, our school council has representatives from different year groups and where all children are encouraged to stand for election. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- Ensuring that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language through the teaching of British Values.
- Working with parents to promote knowledge and understanding of different cultures, recognising that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law.
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Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made and always considers the impact of significant decisions on particular groups, for example;

- Authorising religious holidays
- Planning school trips or activities
- Accessibility to pupils with disabilities

The school reviews the Equality objectives identified in the Equalities plan annually.

The school considers our equality duties and asks 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.

Equality objectives

Equality objectives can relate to any of the 3 aims of the public sector equality duty (PSED), which are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not

	Intent	Implementation	Impact
	Why we have chosen this objective:	To achieve this objective, we plan to:	Success Criteria
Objective 1: By the end of the 2026–2027 academic year, narrow the attainment gap in reading, writing, maths and combined to less than 10% between disadvantaged pupils and their peers, and between pupils with SEND and non-SEND pupils, through targeted interventions, adaptive teaching, and half-termly progress monitoring.	Ford Primary School has: • A high proportion of disadvantaged pupils (around half of the cohort) • A significant number of pupils with SEND This means gaps in attainment are more likely to emerge and persist without deliberate action. The objective ensures that equality work is targeted where it will have the greatest impact: - Improving secondary readiness - Reducing the risk of future underachievement - Contributing to social mobility within the local community	1. Ensure all teaching is systematically adapted so disadvantaged pupils and those with SEND can fully access the curriculum through consistent high-quality classroom practice. 2. Use half-termly assessment to identify gaps quickly and provide targeted, evidence-informed interventions that are closely aligned to classroom learning. 3. Monitor progress rigorously and hold leaders and staff accountable for closing gaps, regularly reviewing and adapting provision to maximise impact.	The attainment gap between disadvantaged pupils, pupils with SEND and their peers will be significantly reduced to below 10%, with clear evidence of accelerated progress in reading, writing and maths. Pupils will consistently access high-quality teaching, resulting in improved attainment, confidence and engagement, and stronger readiness for the next stage of education. Leaders will be able to demonstrate measurable impact through robust monitoring and evaluation, evidencing that provision is effectively closing gaps and advancing equality of opportunity across the school.
Objective 2: By July 2027, increase participation rates in extracurricular clubs, school trips, and pupil leadership roles among underrepresented groups (including disadvantaged pupils, pupils with SEND, and pupils from minority	This objective has been chosen to ensure all pupils have equal access to wider opportunities, as some groups currently face barriers to participation. Increasing engagement in clubs, trips and leadership roles will build confidence, belonging and social development, while supporting the school's duty to advance equality of opportunity and foster inclusion for all.	1. Remove barriers to access by subsidising costs, providing equipment where needed, and ensuring all activities are accessible for pupils with SEND. 2. Actively target and engage underrepresented pupils by identifying gaps in participation and directly encouraging and supporting those pupils to take part in clubs, trips, and leadership roles.	Participation in clubs, trips and leadership roles will increase significantly across all groups, with underrepresented pupils showing improved confidence, engagement and sense of belonging. Barriers to access will be reduced, resulting in more equitable participation and stronger relationships across the school community. This increased engagement will contribute to improved attendance, as pupils feel more motivated and connected to

backgrounds) by at least 25%, ensured through subsidised access, inclusive planning, and pupil voice surveys.		3. Monitor and adapt provision through regular tracking of participation and pupil voice, ensuring activities remain inclusive, relevant, and increasingly representative of all groups.	school life, alongside enhanced personal development and readiness for the next stage of education.
Objective 3 By July 2027, embed a structured diversity and inclusion curriculum (including assemblies, PSHE lessons and celebration events), with 100% of pupils participating in order to promote understanding of different protected characteristics, measured through curriculum tracking and pupil surveys showing improved attitudes.	To strengthen the school's culture by promoting inclusion, reducing prejudice, and building a respectful community, where all pupils feel valued and differences are understood and celebrated.	1. Map and embed diversity across the curriculum by planning assemblies, PSHE lessons and events that explicitly teach about protected characteristics throughout the year. 2. Ensure full pupil participation by scheduling a minimum of three planned experiences for every year group and adapting delivery so all pupils, including those with SEND, can access them. 3. Monitor impact and refine practice through curriculum tracking and pupil voice surveys, using feedback to strengthen understanding and improve attitudes over time.	Embedding a structured diversity curriculum will lead to improved understanding, respect and inclusion, with pupils showing more positive attitudes and reduced prejudice. This will strengthen relationships, behaviour and sense of belonging, ensuring all pupils feel valued and prepared for life in modern Britain.

Monitoring arrangements

This document will be reviewed by the headteacher at least every 4 years.
The objectives will be reviewed every two years.

Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment

Further Advice and Guidance

[Guidance overview: Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance-for-schools)