



## Edmund de Moundeford Primary School

### Equal Opportunities Policy

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Signed: M.Ablitt  
Headteacher: Michelle Ablitt (deputy head)

Signed: S.Samuels  
Chair of Governors: Mr S Samuels

Date: 3<sup>rd</sup> February 2026

At Edmund de Moundeford Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We are committed to providing an inclusive environment in which every member of our community feels safe, valued and able to achieve their full potential. This policy sets out how pupils, staff, parents and visitors – with and without protected characteristics – will be protected from discrimination and supported to participate fully in school life.

### Aims

Provide equal opportunities for all regardless of race, religion or belief, culture, gender, disability, age, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership, socioeconomic background or academic ability or class.

Provide an environment free from social, sexual or cultural prejudice for all members of our school community.

Foster positive attitudes, mutual respect and understanding between all members of the school community.

Meet our duties under the Equality Act 2010 and the Public Sector Equality Duty.

Legal Framework

This policy has due regard to the following legislation and guidance:

- Equality Act 2010 and the Public Sector Equality Duty (2011)
- Human Rights Act 1998
- Special Educational Needs and Disability (SEND) Code of Practice 2015
- Education and Inspections Act 2006
- Keeping Children Safe in Education (latest version)
- DfE Guidance: The Equality Act 2010 and Schools
- The school recognises its duty to:
- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between people who share a protected characteristic and those who do not

### Principles,

The school recognises its responsibilities under the Race Relations Act, Sex Discrimination Act and Disability Discrimination Act to eliminate discrimination and to promote good race relations.

Equal Opportunities is the responsibility of the whole school community and is must be reflected in the taught curriculum, the wider life of the school and our policies and procedures. throughout the organisation of the school and be addressed and hidden.

All staff and governors are responsible for promoting equality and challenging discrimination. Staff and governors will have an opportunity to be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion or belief, ethnicity, disability, gender and socio-economic background, will be encouraged to participate in the life of the school.

Schools have a pivotal role to play in ensuring life opportunities are available to all and in helping all members of our school community promote equality and positive relations and tackle unfair discrimination in relation to the protected characteristics as defined in the Equality Act 2010:

Gender	Sexual orientation	Gender reassignment	Race	Religion and belief
Pregnancy and maternity	Marriage and civil partnership	Disability	Age	

## Statement of Inclusion

The following sections outline the specific areas in which the school gives particular attention to ensuring equality of opportunity for all members of the school community. These commitments apply to pupils, staff, parents, governors and visitors.

### **Gender (Sex)**

The school is committed to promoting equality between girls and boys and eliminating sexism and gender stereotyping.

We will:

- Promote non-sexist attitudes among pupils and staff
- Ensure all children have equal access to opportunities that prepare them for adult life and enable them to meet challenging expectations
- Work actively to eradicate gender stereotyping in learning, play and behaviour
- Identify and address any gender imbalances in achievement, progress or participation

When evaluating our practice, we will consider:

1. Are all children able to try out new roles in play and learning activities?
2. Are classroom responsibilities shared equally between girls and boys?
3. Do all children have equal access to equipment and resources?
4. Do displays, books and teaching materials reflect non-stereotypical gender roles?
5. Are behaviour expectations and responses consistent for all genders?
6. Are men and women from different cultures represented in non-stereotypical ways?
7. Do all children have equal access to playground space and other play facilities?

### **Sexual orientation and gender reassignment**

The school is committed to ensuring equality of opportunity regardless of sexual orientation or gender identity.

- Admissions, benefits and services for pupils will not be affected by sexual orientation or gender reassignment.
- Pupils, parents and staff will be treated with dignity and respect at all times.
- Homophobic, biphobic and transphobic language or behaviour will not be tolerated.
- Support will be provided to individuals in line with their needs, in consultation with families where appropriate.

## **Race**

The school is committed to eliminating racial discrimination and promoting equality and good race relations. No child or adult will be treated less favourably, or in a derogatory manner, because of race, colour, nationality or ethnic origin.

Racism will be challenged will be challenged within the context of a caring and inclusive school community. The following behaviour will not be tolerated:

- 1) Displaying racist symbols, badges or insignia
- 2) use of verbal abuse or name-calling of a racist nature.
- 3) encouragement of others to behave in a racist manner.
- 4) ridiculing of an individual for cultural differences.
- 5) telling of racist jokes or stories.
- 6) exclusion of others because of their culture, ethnicity or race.

The school will:

- Monitor the impact of its policies on pupils, staff and parents by ethnicity
- Analyse achievement data to identify and address any disparities
- Take action to raise the achievement of minority ethnic groups where necessary

## **Religion and belief**

The school respects the beliefs and practices of all faiths and those with no religious belief. No child or adult should be treated less favourably because of their religion or belief.

Intolerance or discrimination on religious grounds will be challenged.

The following behaviour will not be tolerated:

- 1) Displaying anti-religious symbols or insignia Verbal abuse or name-calling of an anti-religious nature.
- 2) Encouraging others to behave in an anti-religious manner.
- 3) Ridiculing of an individual for their religious beliefs or practices
- 4) Telling of anti-religious jokes or stories.
- 5) Exclusion of others because of their religious beliefs.

## **Disability**

A disabled person is defined under the Equality Act 2010 as someone with a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This includes, but is not limited to, individuals with physical disabilities, medical conditions, mental health conditions, HIV, multiple sclerosis or cancer.

The school will:

- eliminate discrimination, harassment and victimisation related to disability
- Promote positive attitudes towards disabled people.
- Make reasonable adjustments to enable full participation in school life
- Ensure disabled pupils or those with medical needs can take part in activities where ever possible, in line with their individual needs and safety.

## Age

In line with the Equality Act 2010, the school will not discriminate on the grounds of age in employment matters including:

- Recruitment and selection
- Terms and conditions of employment
- Access to promotion, training or development
- Redundancy or dismissal
- Victimisation related to age-related complaints

## Maternity/paternity/pregnancy

- Employees are given the legal right to current maternity/paternity leave and will not be discriminated against due to their choice of leave.
- Pregnant employees will be supported to ensure the working environment is safe
- On their return to work, consideration will be given to any flexible working arrangements as requested by the employee, and will be granted unless they adversely affect the school.
- The rights of employees to take unpaid leave up to their child's fifth birthday will be upheld and the employee will not be discriminated against due to their requests for this.
- Employees will not be disadvantaged due to pregnancy, maternity, paternity, or caring responsibilities

## Marriage and civil partnership

No individual will be treated less favourably, or in a derogatory manner, because of their marital status or civil partnership.

## Actions

The following statement of equality and opportunity underpins all aspects of school practice and is reflected across school policies, procedures and daily practice:

*All pupils will be given equal opportunities irrespective of race, religion or belief, culture, sex, sexual orientation, gender reassignment, disability, age, pregnancy or maternity, marriage or civil partnership, family circumstances or socioeconomic background. Where appropriate, the curriculum will be adapted to ensure equal access for all pupils.*

To support this commitment, the school will:

- Teach Pupils about equality, diversity and respect through the curriculum, assemblies and daily interactions.
- Make all reasonable efforts to ensure that meetings and events are accessible and convenient for all and taking account of individual needs such as physical access and childcare.
- Invite parents and members of the local community to contribute the curriculum and wider school life, irrespective of background or protected characteristics

- Ensure office staff and/or the Headteacher are available on request to discuss arrangements for the admission of disabled pupils including reasonable adjustments, access arrangements and steps taken to prevent less favourable treatment.
- Use learning materials and resources that reflect the diversity of the school, local community and wider society in terms of race, gender and disability, without stereotyping.
- Provide opportunities for pupils to value their own culture and to learn about and celebrate the culture of others.
- Foster good relations between people who share a protected characteristic and those who do not.
- Endeavour to remove or minimise disadvantages experienced by individuals or groups due to their protected characteristics.

Equality Strand	Action	How will the impact of the action be monitored?	Person(s) responsible	Timeframes	Early success indicators
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Stakeholder feedback	Headteacher	Ongoing	Staff and governors confidently apply equality principles in planning and displays; parents are aware of the plan
All	Monitor and analyse pupil achievement by groups, providing additional support where required	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Termly	The gap is narrowing for equality groups if there is a gap. Any identified gaps are narrowing
All	Develop pupils understanding of diversity through more curriculum content, visits or visitors.	Head to monitor through curriculum offer each year. Curriculum monitoring	Headteacher / Governing body	End of every school year Annually	Curriculum offer is good or improving year on year.
All	Ensure that displays in classrooms and corridors reflect diversity	RSHE/PSHE monitoring and pupil voice	Headteacher	Ongoing	Increased diversity reflected in wall displays.
Race Equality Duty	Identify, respond and report racist incidents in line with the Equality Policy and Behaviour Policy. Termly figures are reported to the Governing body / Local Authority where required.	The Headteacher / Governing body will analyse incident data to assess the effectiveness of the school's response, including trends over time, identification or repeat incidents or patterns, and pupil and parent confidence in responses. Consistent nil reporting will be scrutinised to ensure incidents are not being under-reported.	Headteacher / Governing body	End of every term	Staff demonstrate confidence in identifying and responding to racist incidents. Incidents are recorded accurately and consistently. Appropriate follow-up actions are evident. Nil reporting is challenged and validated by the Governing
Disability Equality Duty	Support disabled pupils during <del>transition</del> between our school and their next setting (primary-primary or primary-secondary) to reduce anxiety and increase familiarity with new surroundings	Follow up with pupils and parents after transition to assess how well they adapted and whether additional support was effective.	Headteacher/ Governing body	As required (Summer term for secondary transition or when transferring between primary schools)	Disabled pupil report confidence and readiness for their next school. Parents and pupils are satisfied with support provided.

## Tackling discrimination

All staff are expected to challenge any discriminatory behaviour or language and to support pupils according to their individual needs. Staff must know how to identify and respond to prejudice, stereotyping and harassment in line with the Equality Policy and Behaviour policy.

Incidents contrary to the school's Equal Opportunities goals, are addressed immediately by the member of staff present, escalating to the class teacher / headteacher as necessary. All incidents are reported to the headteacher via cpoms with racist incidents also ~~are~~ reported to the Governing Body and Local Authority.

## The role of governors

The Governing Body is responsible for:

- Ensuring the school implements the Equality Policy effectively
- Monitoring pupil progress to ensure no group is disadvantaged or underachieving
- Reviewing data and evidence including admissions, attainment, exclusions, and feedback from pupils and parents
- Holding leaders accountable for compliance with the Equality Act 2010 and the Public Sector Equality Duty

## Reporting Outcomes

Outcomes of our monitoring will be reported to governors via the Head teacher's report.

## Review of progress and impact

Progress of the plan is reviewed annually. The full policy and action plan are reviewed every three years to ensure they remain, relevant, effective and legally compliant.