

Equality Policy



**Cluster of Langford, Fulham, Queen's Manor, Sullivan and
Wilberforce Primary Schools**

1. Purpose and Scope

This policy sets out how the cluster of Langford, Fulham, Queen's Manor, Sullivan and Wilberforce Primary Schools (the "Cluster") will fulfil its legal duties and shared commitment to equality, diversity and inclusion. It applies to pupils, parents/carers, staff, volunteers, visitors and contractors across all five schools. The school follows all guidance and policies set by United Learning Trust – further information from the trust can be found on the United Learning Website.

2. Legal framework

- Equality Act 2010, including the Public Sector Equality Duty (s.149) and Schedule 10 on Accessibility Plans.
- Equality Act 2010 (Specific Duties) Regulations 2011 – duties to publish equality information annually and equality objectives at least every four years.
- Department for Education: Equality Act 2010 – advice for schools.
- Equality and Human Rights Commission (EHRC): Technical guidance for schools in England.

This policy should be read alongside safeguarding and SEND policies, including "Keeping Children Safe in Education" (KCSIE), and the Cluster's Accessibility Plans (these are available on each schools' website).

3. Our Cluster commitment to equality

We will eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share a protected characteristic and those who do not.

We recognise intersectionality and the way in which overlapping identities (e.g. disability, race, sex, religion or belief, sexual orientation, gender reassignment) can compound disadvantage.

We will consider and respond to wider factors that can affect inclusion and outcomes, such as socio-economic background, care experience, young carers, and neurodiversity (e.g. autism, ADHD, dyslexia).

We will promote dignity and respect, challenge prejudice and stereotyping, and proactively address bullying and prejudice-related incidents, including discrimination related to hair and protective hairstyles.

We will ensure digital accessibility and inclusive communication across websites, online learning platforms and parent/carer communications.

4. Protected characteristics (Equality Act 2010)

- Age (in employment)
- Disability
- Gender reassignment
- Marriage and civil partnership (in employment)
- Pregnancy and maternity
- Race (colour, nationality, ethnic or national origin)
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

5. Roles and responsibilities

Governing Body (these reference the local governing bodies for the different academies)

- Ensure compliance with equality legislation and this policy across all five schools.
- Have due regard to the Public Sector Equality Duty (PSED) in decision-making.
- Approve equality information annually and equality objectives at least every four years.
- Monitor equality-related data, including attainment, exclusions, behaviour and participation by protected characteristics.

Headteachers and Executive Leaders

- Implement this policy and associated procedures in each school.
- Ensure staff understand their responsibilities and receive regular training.
- Ensure reasonable adjustments are identified and implemented for pupils, staff and visitors.
- Report bullying and prejudice-related incidents termly to the Governing Body.

All Staff

- Model inclusive practice and challenge prejudice and stereotyping.
- Plan and deliver an accessible curriculum, including for pupils with SEND and pupils with English as an additional language.
- Record and respond to bullying and prejudice-related incidents in line with policy.
- Follow recruitment and employment procedures which comply with equality law.

Pupils

- Treat others with respect and refrain from discriminatory behaviour.
- Contribute to pupil voice activities and report concerns.

Visitors and Contractors

- Comply with this policy and refrain from discriminatory conduct on school premises.

6. Implementation

Curriculum, teaching and culture

- Embed equality, inclusion and diversity across the curriculum and wider school life.
- Use resources that reflect the diversity of our communities and challenge stereotypes.
- Promote pupil voice and representation through school councils and leadership opportunities.

Admissions, behaviour and exclusions

- Ensure policies are fair, lawful and free from discrimination.
- Analyse data termly to identify disparities and take action.

Bullying and prejudice-related incidents

- Maintain a central recording system (CPOMs is used for each school).
- Investigate, respond and educate; notify parents/carers as appropriate; and report anonymised trends to governors.

Recruitment, employment and professional development

- Ensure fair and inclusive recruitment; avoid pre-offer health questions unless intrinsic to the role; and provide reasonable adjustments.
- Support staff development, including anti-racism, anti-bias and inclusive pedagogy.

Reasonable adjustments and accessibility

- Prepare, publish and review Accessibility Plans (Schedule 10) for each school, covering curriculum access, environment and information.
- Provide information in accessible formats, and ensure digital platforms meet accessibility standards.

Digital inclusion and online safety

- Ensure filtering, monitoring and online safety measures reflect current guidance and protect pupils equitably.
- Provide inclusive digital learning opportunities and support for families.

7. Data, monitoring and reporting

- Publish equality information annually on each school's website.

- Set and publish SMART equality objectives at least every four years; review progress annually.
- Use anonymised pupil and workforce data to identify patterns and take proportionate action, mindful of data protection and confidentiality.

8. Training and awareness

Induction and regular training will cover equality law, inclusive practice, reporting procedures, and anti-bullying approaches. Specialist training will be provided where needed (e.g., reasonable adjustments, accessibility, anti-racism).

9. Complaints and resolution

Concerns about discrimination or harassment will be addressed through the Cluster's complaints procedures and, where applicable, safeguarding procedures. Individuals retain the right to seek external advice or redress.

10. Publishing and review

This policy will be shared with local governing bodies and published on each school's website. It will be reviewed every four years, or sooner if legislation or guidance changes.

12. Related policies and documents

- Accessibility Plans
- Safeguarding/Child Protection Policy (including KCSIE)
- Anti-Bullying Policy
- Behaviour Policy
- SEND Information Report and Policy
- Admissions Policy
- Recruitment and Selection Policy
- Complaints Policy
- United Learning's Equality Guidelines
- All other United Learning Guidelines (e.g. recruitment)_

Review due: December 2029

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	<u>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Race	All:	Equality Guidelines, translation of key documents if requested, Harassment & Bullying Policy. All UL policies followed.	Inclusion Policy, celebrate diversity.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, international food evening.	Ensure Inclusion governor role links with equalities.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 121 meetings with line managers, advice sought from HR.	Those with protected characteristics included in Equality Steering Group and policy development, Fair recruitment processes, documents translated.	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce EAP Scheme.	New staff to receive training on the equalities act as part of induction and all staff to receive refresher training.
	Pupils:	Admissions Policy, racial incident forms, Principal's report, Governors minutes, comparable attainment data, SIMS records, analysis of 'micro population groups' as defined by Ofsted.	RE Curriculum, religious festivals, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, displays highlighting different nationalities, cultures and languages spoken, culture weeks, displaying student	Data analysis of attainment and progress is currently shared for pupils across the school. We will include an analysis of other areas such as attendance and pupil numbers of different groups.

			interventions, Student mentoringMIND EMHP, Student Council/Voice.	photos. MIND EMHP, Student Council/Voice.	
Disability	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusion Policy, Equalities statement, Equality Act Compliance. Equality Act 2010 compliance – reasonable adjustments made.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under the Equality Act 2010, Academy Vision Statement.	Ensure Inclusion governor role links with equalities.

Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Disability (Cont'd)	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	New staff to receive training on the equalities act as part of induction and all staff to receive refresher training.
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made , evidence of exam access, interviews with parents, Equality Act 2010 Compliance, student support	Assemblies, RE curriculum, parent's forums and workshops, discussions on tolerance, School Counselling	Supporting students with disabilities, staff advised via medical pen pictures,	Data analysis of attainment and progress is currently shared for pupils across the school. We will

		from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Service, Student Council/Voice.	strategies in place, MIND EMHP, Student Council/Voice.	include an analysis of other areas such as attendance and pupil numbers of different groups.
Sex	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures.	Ensure Inclusion governor role links with equalities.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	New staff to receive training on the equalities act as part of induction and all staff to receive refresher training.
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, incident forms, Governors minutes, SIMS, Student Support Panel, tutor time, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, syllabus data, training availability and attendance, assemblies, MIND EMHP, Student Council/Voice.	Data analysis of attainment and progress is currently shared for pupils across the school. We will include an analysis of other areas such as attendance and pupil numbers of different groups.
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)

			characteristic and those who do not?		
Gender Reassignment	All:	Examples of supporting transition, Equality Guidelines, monitoring forms and surveys, Community Cohesions Policy, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice. Newsletters.	Awareness of nationally recognised support groups who provide info e.g. GIREs and MERMAIDS. Forums and Newsletters, EAP scheme, MIND EMHP, School Vision Statement.	Ensure Inclusion governor role links with equalities.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for transgender, policy/guidance for staff transition.	Staff training, clear recruitment processes, EAP scheme.	Include transgender staff at local level policy/process development, EAP scheme, staff briefings.	New staff to receive training on the equalities act as part of induction and all staff to receive refresher training.
	Pupils:	If ever required, school would review achievement data on trans and gender questioning pupils recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, Principals report, comparable attainment data, Arbor, Student Support Panels, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Anti-bullying to include specifically transgender anti-bullying. PSHE or citizenship item on transgender equality, MIND EMHP, Student Council/Voice.un	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender reassignment related, assemblies to promote ethos & diversity, MIND/ELSA, Student Council/Voice.	Data analysis of attainment and progress is currently shared for pupils across the school. We will include an analysis of other areas such as attendance and pupil numbers of different groups.
Pregnancy & Maternity	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, School Vision Statement.	Ensure Inclusion governor role links with equalities.

	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	New staff to receive training on the equalities act as part of induction and all staff to receive refresher training.
	Pupils:	N/A			
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)
Age	All:	Equality Guidelines, Harassment & Bullying Policy, Community Cohesions Policy.	Compliance with Guidelines.	Academy Vision Statement.	Ensure Inclusion governor role links with equalities.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance.	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	New staff to receive training on the equalities act as part of induction and all staff to receive refresher training.
	Pupils:	Pupil curriculum.	School Counselling Service, Student Council/Voice.	All events are inclusive, community volunteers,	Data analysis of attainment and

				curriculum progression, guest speakers, assemblies, MIND EMHP, Student Council/Voice.	progress is currently shared for pupils across the school. We will include an analysis of other areas such as attendance and pupil numbers of different groups.
Religion and Belief	All:	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy, awards for cultural diversity.	Inclusion Policy, Faith room available when required, time off for religious observation.	Community involvement.	Ensure Inclusion governor role links with equalities.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 121 meetings with line managers.	Fair recruitment processes, documents translated, adapted facilities for washing, Faith Room available, fair recruitment processes.	Assemblies, awareness and community involvement, Faith Room available, time off for religious observation, staff briefings, school's calendar adapted to meet the needs of majority religious group, School Vision Statement.	New staff to receive training on the equalities act as part of induction and all staff to receive refresher training.
Protected Characteristic	Group	What evidence do we hold that we <u>eliminate unlawful discrimination, harassment and victimisation?</u>	What evidence do we hold that we <u>advance equality of opportunity</u> with those who share a protected characteristic and those who do not?	What evidence do we hold that we <u>foster good relations</u> with people who share a protected characteristic and those who do not?	What action do we need to take –these will form your objectives (see overleaf)

Religion & Belief (Cont'd)	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy, Tutor time.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	Students provided with time and space to observe, assemblies, community involvement, Faith room, time off for religious observation, MIND EMHP, Student Council/Voice, School calendar adapted to meet the needs of majority religious group.	Data analysis of attainment and progress includes analysis of different groups.
Sexual Orientation	All:	Equality Guidelines, Community Cohesion Policy, Harassment & Bullying Policy.	Inclusion Policy.	School Vision Statement, briefings.	Ensure Inclusion governor role links with equalities.
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, TD days, 121's, assemblies.	New staff to receive training on the equalities act as part of induction and all staff to receive refresher training.
	Pupils:	Admissions Policy, incident forms, Governors minutes, comparable attainment data, Arbor, Student Support Panel, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	RE curriculum, data to identify and implement interventions, MIND EMHP, Student Council/Voice.	Team work, any needs identified and strategies put in place to support students, assemblies/ guest speakers, MIND/ELSA, Student Council/Voice.	Data analysis of attainment and progress is currently shared for pupils across the school. We will include an analysis of other areas such as attendance and pupil numbers of different groups.

Part Two – EQUALITY OBJECTIVES

Equality Objective 1: New staff to receive training on the equalities act as part of induction and all staff to receive refresher training.

We will complete this by (Date): annual updates for new staff and when staff join throughout the year.

Why we have chosen this objective:

As all new members of staff join, it is important they fully understand and align with our values and commitment to equality. We, therefore, want to ensure this is thoroughly covered during induction.

This target relates to:

- Fulham Primary School
- Langford Primary School
- Queen's Manor Primary School
- Sullivan Primary School
- Wilberforce Primary School.

To achieve this objective we plan to:

- Code of conduct document
- Inset presentation
- Mentoring of new staff
- Induction days
- Curriculum materials
- Accessibility policy
- UL policies and approaches

Progress we are making towards achieving this objective:

All new staff receive Equality Act training as part of their induction programme, ensuring they are introduced to the principles of equality, diversity, inclusion, and the protected characteristics outlined in the Equality Act 2010 from the outset of their employment. In addition, refresher training has been made available to existing staff to reinforce understanding and awareness of their responsibilities in promoting equality and

preventing discrimination. This ongoing approach helps ensure that knowledge remains current and supports a culture of inclusivity across the organisation.

The training programme has strengthened staff awareness of protected characteristics and their role in fostering an environment that is respectful, fair, and compliant with legislation.

Will continue to review and monitor.

Equality Objective 2 : Ensure Inclusion governor role links with equalities.

We will complete this by (Date): By Spring Term LGB and continually monitored.

Why we have chosen this objective:

We currently have an inclusion governor who primarily focuses on SEND needs. We will develop this further to ensure they include equality more explicitly as part of their role.

This target relates to:

- Fulham Primary School
- Langford Primary School
- Queen's Manor Primary School
- Sullivan Primary School
- Wilberforce Primary School.

To achieve this objective we plan to:

- Discuss at LGB meetings
- Governor visits
- Reporting to LGB

Progress we are making towards achieving this objective:

Progress has been made in recognising the need for greater governor oversight of equality, diversity, and inclusion. While the designated Inclusion Governor has continued to provide effective support and challenge in relation to SEND provision, the wider equality aspects of the role have not yet been fully developed or embedded.

Equality Objective 3: Data analysis of attainment and progress is currently shared for pupils across the school. We will include an analysis of other areas such as attendance and pupil numbers includes analysis of different groups.

We will complete this by (Date): By Spring Term LGB and continually monitored.

Why we have chosen this objective:

We currently analyse attainment and progress data by different groups to ensure there are no gaps between groups. We will also analyse information such as attendance and pupil numbers with different groups of pupils.

This target relates to:

- Fulham Primary School
- Langford Primary School
- Queen's Manor Primary School
- Sullivan Primary School
- Wilberforce Primary School.

To achieve this objective we plan to:

- Use data tools available
- Produce reports
- LGB ask questions
- Review trends and actions
- Identify impact of actions

Progress we are making towards achieving this objective:

In addition to the existing analysis of pupil attainment and progress, the school now analyses attendance and pupil number data across different pupil groups. This has strengthened the school's ability to identify patterns and trends affecting specific cohorts of pupils.

Regular reporting and review of attendance and pupil demographics by group enables leaders and governors to monitor outcomes more effectively and identify areas requiring targeted support or intervention. This enhanced use of data supports evidence-based

decision-making and helps ensure that the needs of all pupils, including those with protected characteristics and other vulnerable groups, are considered.

The continued analysis of attendance and pupil number data alongside attainment and progress information provides a more comprehensive understanding of pupil experiences and supports the school's commitment to equality, inclusion, and improved outcomes for all learners.