Equality Policy
And Objectives

Date	Review Date	Endorsed by	Approved by	Link Governor
February 2026	February 2027	FGB	Governing Body	Tosin Asaolu

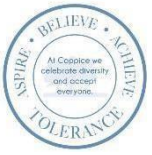
Aspire, Believe, Achieve, Thrive











Policy written by: Clare Pike

Article 2 – All children have the same rights regardless of race, gender, religion, ability or background

Article 3 – The best interests of the child must be a top priority in all decisions

Article 12 – Children have the right to express their views in matters affecting them

Article 29 – Education should develop personality, talents and abilities, fostering respect for others and different cultures

Article 30 – Children have the right to practice their own culture, language and religion

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination, harassment, victimization 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

Our school aims to promote respect for difference and diversity in accordance with our school values of Kindness, Respect and Responsibility

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, the Technical Guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support Public Sector Equality Duty.

Introduction - Public Sector Equality Duty (PSED)

This policy reflects the Single Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, GenderRecognition Act 2004 and Sex Discrimination Act 1975. This policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

The Equality Act combines the existing three duties into one new Equality Duty that covers all seven ofthe equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation (known collectively as protected characteristics). In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equality Policy summarises the school's approach in ensuring equality for all.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Coppice Primary School equality is a key principle for treating all people the same irrespective of their age, disability, gender, gender-identity, race, religion or belief and

sexual orientation (Single Equalities Act 2010).

The PSED requires schools to prepare and publish equality objectives at least once every four years. Coppice Primary School's objectives are set out below.

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. 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 will receive training on the Equality Act as part of their induction and all staff will receive refresher training annually. The headteacher will monitor equality issues and make senior leaders and governors aware of these as appropriate.

Types of Discrimination:
Direct Discrimination - This occurs where a person is treated less favorably than others because of their(or a family member's) actual or perceived protected characteristic.

Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.

Victimization - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favorably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.

Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

Disability Discrimination - This includes direct and indirect discrimination, any unjustified less favorable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

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;
- 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:

- analyse attainment data each academic year showing how pupils with different characteristics are performing to determine strengths and areas for improvement;
- make evidence available identifying improvements for specific groups through reports to the

governing body.

The school's policies and procedures ensure that equality is embedded at all levels through our approach to behaviour set out in our behaviour and anti-bullying policies, but also through analysis of our attainment data, which shows us where gaps may be around certain groups and allows us to identify interventions to address these. This is further evidenced through our analysis of pupil premium spending, which can be found on the school website.

Equality of opportunity at Coppice Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff, governors, parents, carers and community members.

It is based on the core values and ethos as expressed in our school aims. Within a safe, inclusive and stimulating environment we aim:

- To provide a caring atmosphere in which our children can develop their skills and abilities in all curriculum areas and fulfil their potential.
- To ensure that staff and children will be able to participate in every aspect of school life, within the school community, whatever their needs or abilities.
- To foster an environment in which children and staff have high self-esteem and the confidence to achieve the highest standards.
- To harness our children’s natural curiosity, encouraging a lifelong thirst for learning.
- To stimulate our children to develop enquiring minds and the confidence to pose questions and discuss ideas rationally.
- To help our children to understand that learning is an exciting challenge, part of which is taking risks and learning from mistakes.
- To encourage our children to take a pride in their achievements and appreciate the value of hard work.
- To promote an understanding of and care for the environment both within the school and the outside world.
- To encourage children and staff to have the confidence to grasp opportunities afforded by new technologies.
- To encourage parents to become partners in their child’s education and support the school’s focus on expected standards of behaviour.
- To enrich our children’s knowledge of the diversity of the world we live in and develop a respect for other cultures, races and religions.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society.

Rights Respecting Schools Award (RRSA)
Coppice Primary School is a UNICEF Rights Respecting School. The children learn about rights by becoming familiar with the United Nations Convention on the Rights of the Child (UNCRC). Through this learning, they understand how to respect the rights of the child in order that they can become responsible citizens.
This policy links to the UNCRC - specifically Articles 2, 3, 12, 29 and 30 (See Appendix i). The approach to preventing and reaction to bullying should be in line with our ethos as a Rights RespectingSchool.

Staffing: Recruitment and Professional Development
The school adheres to recruitment and selection procedures which are fair, equal, and in line with statutory duties and Local Authority (LA) guidelines. Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiarised with it as part of their induction programme. The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge. The staff handbook and regular professional development activities are available for all staff members to support their practice in relation to this policy. Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment and victimisation during their employment.

Curriculum
Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of all pupils and specific groups:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups
- Pupils who are gifted and talented
- Pupils with special educational needs or a disability
- Pupils who are looked after by the LA
- Pupils who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds and needs. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

The Relationships Sex and Health Education (RSHE) policy (formally the Sex and Relationships Education (SRE) Policy) has been reviewed and updated in 2021 in accordance with the 'The Relationships Education,

Relationships and Sex Education and Health Education (England) Regulations 2019'. The curriculum will be mindful of the LA syllabus, where the views of stakeholders have been taken into account through a consultation period.

The curriculum for Religious Education (RE) follows the current Agreed Syllabus for Religious Education, LB Redbridge.

Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

School Ethos

The school opposes all forms of racism, harassment, prejudice and discrimination. The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school. Staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and social backgrounds.

The school enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourages all pupils to understand and respect these.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Pupils, staff and parents/carers are aware of the procedures for dealing with intolerant behaviour and that such behaviour is always unacceptable. Staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice.

Behaviour, Discipline and Exclusions

The school expects high standards of behaviour from all pupils. The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. All staff operate consistent systems of rewards and discipline (see Behaviour Policy). The school considers cultural background when dealing with incidents of unacceptable behaviour e.g. when a child is being reprimanded, culture may determine whether the child lowers their head or makes eye contact to mark respect. Pupils, staff and parents/carers are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority groups, is always unacceptable.

Partnership with Parents/Carers and the Community

Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents/carers have the opportunity to participate in the dialogue. All parents/carers are encouraged to participate at all levels in the full life of the school. The school works in partnership with parents/carers and the community to develop positive attitudes to diversity and to address specific incidents. Information material for parents/carers is easily accessible in user friendly language. The school takes steps to inform parents/carers in appropriate languages where possible e.g. emails and text messages sent in the home language where appropriate.

The school's premises and facilities are equally available and accessible for use by all groups within the community. The ground floor of the main building and infant block is completely wheelchair accessible and although the upstairs is not wheelchair accessible, provisions are made to ensure that all children can access the same curriculum and experiences. Disabled toilets are available for children and staff who may need them.

Fostering Good Relations

The school aims to foster good relations between those who share a protectedcharacteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions andcultures through different aspects of our curriculum. This includes the RRSA, teaching in RE, citizenship and personal, social, health and economic (PSHE) education, RSHE curriculum and also activities in other curriculum areas;
- holding assemblies dealing with relevant issues. Pupils will be encouraged totake a lead in such assemblies and we will also invite external speakers to contribute where appropriate;
- working with our local community. This includes inviting visitors to speak at assemblies, and organising school trips and activities based around the local community;
- encouraging and implementing initiatives to deal with tensions between differentgroups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs;
- developing links with people and groups who have specialist knowledge about particular characteristics

Equality Consideration in Decision Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school will also consider equalities in planning for school trips,for example, by giving consideration to whether trips:

- cut across any religious holidays;
- are accessible to pupils with disabilities;
- have equivalent facilities for boys and girls.

Monitoring and Review

The staff members responsible for co-ordinating the monitoring and evaluation are the Executive Headteacher, SENDCo and School Business Leader with the Equalities, Diversity and Inclusion Leader.

They will be responsible for:

Providing updates on equalities legislation and the school's responsibilities in this regard.

Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Children Looked After, Minority Ethnic children including Traveller and EALpupils and those children entitled to Free School Meals and in receipt of the Pupil Premium Grant and any of the other protected characteristics listed above, in the following recommended areas:

- Pupils' progress and attainment
- Learning and teaching
- Behaviour discipline and exclusions
- Attendance
- Admissions
- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Policy Commitments Promoting Equality:

Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect thebackground and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language whenever it occurs;
- The use of images and materials will positively reflect a range of cultures, identities and lifestyles at our school.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and touse targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At Coppice Primary School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently

monitored;

- Reasonable adjustments will be made to ensure access for pupils, staff and visitors(including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feelwelcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equality policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation andthe impact of policies are kept under regular review

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and senior staff are responsible for recording and monitoring incidents;
- The school reports to Governors, on a termly basis, the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Coppice Primary School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g., through parent forums and annual surveys, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils are made to feel welcome;
- Provide extensive support to parents of vulnerable pupils or who may be vulnerable themselves.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that examples of actions taken to ensure equality are easily identifiable (these may be include within the School Development Plan, the Self Evaluation Form, the school's Accessibility Plan and other policies as needed);
- The actions, procedures and strategies related to the policy are implemented;

- The designated Inclusion Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Executive Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equality policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equality policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias andstereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexualorientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Measuring the Impact of this Policy

The equality policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school.