



Upperby Primary School

Equality Policy and Objectives 2025 - 2029

CONTENTS

1. Aims
2. Legislation and guidance
3. Roles and responsibilities
4. Eliminating discrimination
5. Advancing equality of opportunity
6. Fostering good relations
7. Equality considerations in decision-making
8. Equality objectives
9. Monitoring arrangements
10. Links with other policies

1. 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
- Develop a culture of inclusion and diversity where everyone in the school community feel proud of their identity and are able to participate fully in school life

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#) was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy or maternity
 - Race

- Religion or belief
- Sex
- Sexual orientation
- [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](#).

3. ROLES AND RESPONSIBILITIES

The governing board will:

- Be responsible for ensuring that the school complies with Equality legislation and fulfils its legal responsibilities
- 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 to the Headteacher
- Alongside the Head and designated member of staff, work with all partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination

The equality link governor will:

- Ensure the Headteacher and designated member of staff update the equality link governor of any issues related to equality and how these are being addressed through the Headteacher's termly report
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

- Implement the policy and ensure its procedures are followed
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Take appropriate action in cases of harassment and discrimination
- Monitor success in achieving the objectives and report back to governors through the head teacher's termly report

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Report any incidences of inequality to the head teacher to log and report to Governors through the Headteacher's termly report
- Meet with the equality link governor at least annually or when specific issues/needs arise to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff will:

- Be expected to have regard to this document and to work to achieve the objectives as set out in section 8
- Deal with incidents of unlawful discrimination and bullying
- Be able to recognize and tackle bias and stereotyping
- Promote equality and good relations between all groups
- Strive to provide images and lesson plans that show positive images of, and are inclusive of, people with a wide range of protected characteristics

4. 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.

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

5. 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 (e.g. support children fasting during prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities

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

- Review 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

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. 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:

- Instilling our school values throughout the school and wider community.
- 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.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. 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 deal with tensions between different groups of pupils within the school, including modelling restorative justice, forgiveness and respect. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We are developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. EQUALITY OBJECTIVES (TO BE REVIEWED AND PUBLICISED EVERY 4 YEARS – next review 2029)

Objective 1: To continue to promote understanding and respect for diversity.		
Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
Many children within our locality have limited experience of diverse communities. Whilst this is changing, it remains important that all pupils develop an understanding of and respect for different cultures, backgrounds and experiences, helping them to thrive in modern Britain.	• Ensure school policies and procedures promote equality of opportunity. • Ensure all staff are aware of our responsibility with regards to the equality act. • Ensure our school curriculum promotes tolerance of all groups. To facilitate the introduction to, and understanding of, other religions and cultures to our children. To continue the implementation of our updated PSHE curriculum across the school, with a focus upon any specific areas.	• Diversity has been promoted in a mixture of ways e.g. through class texts, assemblies, themed curriculum weeks and PSHE lessons. • Children have explored a wider range of cultures, faiths, family structures and communities through the curriculum. • Pupils have demonstrated increased awareness and respect for differences through pupil discussions, learning walks and behaviour records. • Visits, visitors and virtual links have broadened pupils' understanding of life beyond their local area. • No significant incidents of discriminatory behaviour were reported during the academic year.

Objective 2: To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.		
Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
To ensure all staff are confident with the identification of SEND need and how to provide support with first Quality teaching and complete the assess, plan, do review process to meet needs of pupils and acquire evidence to support possible referrals. To ensure all children receive quality teaching that meets their individual needs.	• Careful tracking of attainment and progress for pupils with SEND. • Target appropriate interventions for those pupils. • Create Individual Education Plans and involve parents in their implementation. • Provide SENCO support and training for staff. • Ensure reasonable adjustments are in place for children with SEND. • Where appropriate, work with outside agencies to achieve the best progress for our child	• Pupils with SEND have been carefully tracked through regular pupil progress meetings, enabling early identification of gaps in learning and timely support. • Targeted interventions have been implemented for identified pupils, with progress reviewed regularly to ensure support remains effective. • Individual Education Plans (IEPs) have been developed and reviewed in partnership with parents, helping to ensure a consistent approach between home and school. • Staff have benefited from SEND-related training and guidance from the SENCO, increasing confidence in meeting a range of needs within the classroom. • Reasonable adjustments have been introduced where appropriate to support access to learning, participation and inclusion. • Effective partnerships have been established with external professionals and agencies, including educational psychologists, speech and language therapists and specialist support services, to help secure the best outcomes for pupils. • The school has continued to promote an inclusive environment in which pupils with SEND are supported to achieve their full potential and participate fully in school life.

Objective 3: Increase the understanding of children at the school with regards to discrimination and bullying, and how their behaviour and interaction with others (peers and wider groups/individuals) can be perceived.

Why we have chosen this objective	To achieve this objective we plan to	Progress we are making towards this objective
Upperby implemented a new behaviour policy in September 2024. Pupils who face challenges emotionally and socially find it challenging to be kind to their peers and understand respect and tolerance of others – which can result in inappropriate behaviours.	Implement supportive groups such as: Lego therapy, friendship groups which focus on modelling appropriate language and skills which will support pupils to work together in an appropriate manner. Whole class/school ethos, PSHE lessons and assemblies to reinforce positive behaviours and working together.	The behaviour policy is used consistently across school. There is an increased understanding of tolerance amongst the children and an increased ability for pupils to recognise their own emotions and how to respond appropriately and respectfully to others. Upperby values are reinforced weekly in assemblies. Pastoral support in place for both children but also their families. PSHE scheme – Scarf supportive of this key area e.g areas particularly in USK2 complete work on peer pressure & online safety and is adapted accordingly with any event that arises. Anti bullying week. Strong impact through PSHE – Scarf programme – inclusive of online bullying.

9. MONITORING ARRANGEMENTS

The governing body will update the equality information we publish, [described in sections 4-7 above], at least every year.

Headteacher's termly reports will be monitored by governors.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body and Headteacher.

10. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility plan
- Risk assessment
- RHSE and PHSE
- SEN Policy
- Behaviour
- Anti-bullying