



Aldermoor Farm Primary School

Equality Procedures

September 2025

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

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](#).

It is the responsibility of all staff to:

- Treat all stakeholders with dignity and respect and avoid behaving in a manner that may be construed as being discrimination, harassment or victimisation.
- Support the school's vision to promote and celebrate diversity and inclusion.
- Actively challenge and/or report discrimination in all its forms.
- Ensure no person is treated unfavourably, be that direct or indirect discrimination or harassment.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. For example, the school must make 'reasonable adjustments' to ensure no person is discriminated against based on a disability. This includes not putting a disabled person at a disadvantage and taking reasonable steps to avoid that disadvantage. Making reasonable adjustments could include changes to practice/procedure, changes to assessments or providing auxiliary aids.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. We will consider implications before and at the time that we make decisions and develop policy. 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 year to remind them of the content of this policy and ensure objectives and aims are met. The school has a designated member of staff for monitoring equality issues and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate

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 pupils who are gay who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

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
- 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

Equality principles will be embedded into daily practices, routines and policies and through the process of decision making for children and staff, which takes into consideration:

- The admissions process, induction and attendance
- How we monitor and celebrate progress and attainment
- Our Personal Development curriculum
- Safeguarding procedures
- Our wider community engagement
- Behaviour management (including suspensions and exclusions)
- Recruitment of staff and the offer of Continuous Professional Development
- Access to the curriculum
- Teaching styles and strategies and resources (e.g. books/materials featuring a range or communities, cultures and people).

Fostering good relations

The school will 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, teaching the protected characteristics and British Values in assembly and 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 and feature a range of families, races and backgrounds.
- Holding assemblies dealing with relevant issues 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. 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. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

- The SEN, anti-bullying and behaviour policies tackle incidents related to any incidents relating to equality seriously and are dealt with in a timely manner to ensure risk repetition is reduced and discrimination is avoided.

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

We will publish information as to how we fulfil our responsibilities to show that we have due regard for all issues related to equality. This will be in several formats. For example, written records, data based on our objectives, any staff training on equality (including unconscious bias) and governors' minutes. We will publish our response to the analysis of available data which will be used to set and appraise our adherence to our equality objectives.

Equality objectives

Objective 1:

Raise the attainment of all children, paying attention to those children who share a protected characteristic to ensure the attainment gap does not widen.

Rationale:

We have chosen this to ensure that no child falls behind their peers academically.

To achieve this objective, we will:

Have productive conversations with all teaching staff to ensure groups are identified early and to provide early support and interventions where necessary.

Objective 2:

Reduce the quantity of behavioural incidents related to the protected characteristics (e.g. actively reduce incidents of a racial or homophobic nature.)

Rationale:

To ensure that all staff and students feel safe and supported. This also serves to help build a culture whereby these incidents are unapologetically challenged by all while providing support and education to victims and perpetrators.

To achieve this objective, we will

Ensure that staff receive appropriate training in how to educate and tackle this type of behaviour at source to ensure it does not occur. Engagement with parents is important to reduce incidents coming into the school. Education of children through assemblies, RSE, PSHE, British Values and Protected Characteristics education – our Personal Development offer.

Objective 3

Promote conversations regularly with wider staff about equality in their teams. E.g. How does an event/class layout include all.

Why we have chosen this objective:

To ensure that thinking of equality is at the forefront of all conversations held in school and this will help achieve Objective 1 and 2.

To achieve this objective, we will

Ensure there's frequent reminders to all staff through senior leaders (e.g. How they hold conversations or speak through solutions to issues). Sitting as part of team conversations specifically with equality in mind to help steer the conversations towards equality.

Monitoring arrangements

The school and Link Governor will update the equality information we publish every year.

This document will be reviewed at least every 4 years.

As a school, when monitoring, we will have due regard to other policies such as SEND, Behaviour, Pay and Conditions, RSE

This document will be approved by the governing body.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND
- RSE
- Behaviour
- Anti-Bullying

Annexe

Questions to consider for all staff when implementing something new. This list is not exhaustive:

- How will this affect disabled/black/Christian/female children?
- Does it affect groups differently/disproportionately?
- How can we mitigate this?
- Should we reconsider the timings/task/method/event?
- Does this decision affect our equality objectives in a positive or negative way?
- Does this decision affect how *other* teams/individuals act in terms of equality?