

# Amblecote Primary School



## Equality Policy 2025

Responsibility for monitoring this policy: Head teacher

Review Annually

(or in response to changes in legislation/ DSCB operating procedures)

Updated September 2025

Review date September 2026

Proposed by the Acting Headteacher.....J Cook.....Mrs J. Cook

Approved by Governing Body.....[Signature].....Mrs C. Roberts (Chair of Governors)

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## 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

## 2. 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 following characteristics are protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and 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](#). This document also complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

The governing board/relevant committees will:

- 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, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors annually

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **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, 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 as appropriate.

#### **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 (e.g. pupils with disabilities, or LGBT pupils 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)

#### **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:

- 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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- 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. This may also include schools funding transport for coaches in order to facilitate the trip.
- 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 all school's activities. 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

## **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

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored with the completed risk assessment.

## **8. Equality objectives**

**Objective 1:** Provide positive non-stereotyping information about gender roles, family units and diverse groups.

### **Why we have chosen this objective:**

- To ensure all pupils see themselves positively reflected in the curriculum and school environment.
- To challenge outdated stereotypes related to gender, family structure, disability, ethnicity, and other protected characteristics.
- Because pupils' understanding of the wider world is shaped by what they see in school, and promoting diversity helps develop empathy, respect and inclusion.
- To meet our duties under the Equality Act 2010 to eliminate discrimination and advance equality of opportunity.
- To prepare children for life in modern Britain by ensuring they recognise and value different identities, cultures, and families.

### **To achieve this objective, we plan to:**

#### Curriculum & Resources

- Audit curriculum materials to ensure representation of diverse families (e.g. single-parent, blended families, same-sex parents, carers).
- Introduce books and resources that challenge gender stereotypes and promote diversity in ethnicity, disability, religion and culture.
- Ensure examples used in lessons do not reinforce stereotypes (e.g., boys in STEM, girls in caring roles).
- Invite diverse visitors or role models into school to reflect a range of identities and professions.

#### Teaching & Language

- Train staff on unconscious bias and inclusive language.

- Promote use of gender-neutral language where appropriate (e.g., “parents/carers”).
- Challenge stereotypical comments or assumptions made during lessons or playtime.

#### Environment & Displays

- Showcase diverse family structures, cultures and achievements in displays and assemblies.
- Ensure school promotional materials (e.g., website, newsletters) reflect inclusive imagery.

#### Pupil Voice & Engagement

- Create opportunities for children to discuss inclusion, identity and diversity (e.g., circle time, PSHE).
- Involve pupils in reviewing how well the school represents different groups.

#### **Progress we are making towards this objective:**

- To be updated at next review

**Objective 2:** Prepare students for life in a diverse society in which students are able to see their place in the local, regional, national and international community.

#### **Why we have chosen this objective:**

- To help pupils understand the diverse communities that make up modern Britain and the wider world.
- To develop pupils’ sense of belonging and connection—from their immediate locality to global communities.
- To broaden pupils’ cultural awareness, respect for difference and appreciation of global interdependence.
- To support pupils in becoming responsible, informed citizens who are equipped for life in a multicultural, interconnected society.
- To meet our duties to promote good relations between those who share protected characteristics and those who do not (Equality Act 2010).

#### **To achieve this objective, we plan to:**

##### Curriculum & Learning Opportunities

- Embed teaching about local, national and global diversity across subjects such as PSHE, geography, history, RE and citizenship.
- Develop curriculum units that explore identity, culture, heritage and belonging.
- Provide opportunities for pupils to learn about global issues such as sustainability, climate change, human rights and migration.

##### Community & Cultural Experiences

- Strengthen community links through local visits, partnerships and contributions from community groups.
- Invite a diverse range of speakers and role models to share cultural experiences, professions and life stories.
- Celebrate a wide range of cultural, national and international events (e.g. Black History Month, Refugee Week, World Religions celebrations).

##### Student Voice & Leadership

- Encourage student leadership roles (e.g. school council, eco-team, ambassadors) that support engagement with local and global issues.

##### Environment & Ethos

- Ensure displays and resources reflect the diversity of the local and wider community.
- Promote kindness, respect and a sense of responsibility for others through assemblies, whole-school themes and behaviour expectations – linked to our school values.

**Progress we are making towards this objective:**

- To be updated at next review

**Objective 3:** Improve the experiences available to our students to ensure opportunities and access for all.

**Why we have chosen this objective:**

- To ensure that every student, regardless of background, ability or need, can participate fully in the broad range of educational and enrichment activities the school offers.
- Because some groups of students may face barriers—financial, social, physical or cultural—that limit their access to experiences that enhance learning and personal development.
- To close gaps in participation, confidence and aspiration, ensuring every student is able to develop a sense of belonging and achievement.
- To fulfil our duty to advance equality of opportunity and remove potential disadvantages for pupils with protected characteristics.

**To achieve this objective, we plan to:**

Curriculum & Enrichment

- Continue to review the range of enrichment opportunities (clubs, trips, activities) to ensure they are inclusive and accessible to all students.
- Provide a balance of cultural, sporting, academic and creative experiences that reflect student interests and backgrounds.
- Develop targeted enrichment opportunities for underrepresented groups (e.g., girls in STEM clubs, SEND-inclusive sports).

Removing Barriers to Participation

- Offer financial support or subsidies where possible to ensure cost is not a barrier to trips, uniform, clubs or resources.
- Ensure all venues, activities and trips comply with accessibility requirements for students with SEND or medical needs.
- Provide additional adult support when needed so that all children can safely and confidently take part.

Communication & Engagement

- Communicate clearly with parents and carers about opportunities so all families feel informed and included.
- Gather regular feedback from pupils and families about what experiences they value and what barriers still exist.

Staff Training & Culture

- Train staff to plan and deliver inclusive enrichment that considers diverse needs, cultures and abilities.

- Continue to foster a school ethos where all students feel encouraged to try new experiences without fear of stereotyping or judgement.

**Progress we are making towards this objective:**

- To be updated at next review

**9. Monitoring arrangements**

The governing board will update the equality information we publish at least every year. This document will be reviewed by governing board/committee at least every 2 years.

**10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessments/Off site visits
- Policy for visiting speaker

