



Equality & Diversity Policy

Summer 2025

Rise to the Challenge

Equality & Diversity Policy

Responsibility of:	Governing Body
Adopted by Governing Body: <i>Date of FGB meeting</i>	18 th June 2025
Authorised by: <i>Chair of Governors</i>	Katherine Carr
Review date:	Summer 2026

Preface

While this policy refers to "equalities" in alignment with commonly used legal and institutional language, we wish to clarify that our approach is fundamentally rooted in **equity**.

Equality implies treating everyone the same, but we recognise that not everyone starts from the same place. Equity, by contrast, means actively addressing systemic barriers, acknowledging individual and structural differences, and ensuring that everyone has access to the support and opportunities they need to thrive.

Therefore, where this policy uses the term *equalities*, it should be understood that we are committed to an *equity-focused* practice—one that seeks fair and just outcomes for all, rather than simply equal treatment.

This distinction is central to our values and to the way we design, implement, and evaluate our policies, programmes, and services.

Legal framework

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.

This includes the duty to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;

- Foster good relations between people who share a protected characteristic and those who do not.

- 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 policy amalgamates all of the protected characteristics in the Equality Act 2010 into one Single Equalities and Diversity Policy.

The policy demonstrates how the 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

Introduction

This policy outlines the commitment of staff and governors to:

- Eliminate discrimination
- Promote and ensure equality of opportunity
- Develop a cohesive community that fosters good relationships
- Celebrate and embrace diversity
- Respect and uphold human rights

Foxton Primary School is committed to ensuring fairness and that there is no discrimination. All learners and their parents and carers and members of the school community are of equal value regardless of:

- Gender
- Race including colour, nationality or ethnic and national origin
- Disability, including physical and mental impairment

- Religion or belief or lack of religion
- Sexual orientation including, straight, gay and bisexual
- Gender identity including transgender or gender reassignment
- Age (for adults)
- Pregnancy and maternity
- Marital status
- Economic or social circumstance
- Learning difficulty

The first eight of these areas are protected characteristics included in the 2010 equality act. This means it is against the law to discriminate against someone because of these characteristics.

Our school aims and values demonstrate our inclusive, respectful and welcoming ethos.

‘Our mission is to foster a nurturing and inclusive learning environment that empowers students to become courageous, respectful, and responsible individuals. We believe that these core values are essential in shaping well-rounded young learners who can positively impact their communities and the world.

- **Courage:** We encourage our students to be fearless in the pursuit of knowledge and personal growth. We inspire them to take risks, embrace challenges, and step outside their comfort zones. By instilling courage, we aim to nurture confident learners who are not afraid to ask questions, express their ideas, and stand up for what is right.
- **Respect:** Respect lies at the heart of our school community. We teach our students to value diversity, appreciate differences, and treat others with kindness and empathy. Through fostering a culture of respect, we aim to create an inclusive environment where every individual's voice is heard and celebrated.
- **Responsibility:** At Foxtton, we believe in nurturing responsible citizens who understand the impact of their actions on themselves, others, and the environment. We encourage our students to take ownership of their learning, be accountable for their choices, and contribute positively to their school and wider community.

By incorporating courage, respect, and responsibility into every aspect of our curriculum and school life, we aim to equip our students with the necessary skills and values to become compassionate, confident, and socially conscious individuals, prepared to face the challenges and opportunities that lie ahead in their educational journey and beyond. Together, we strive to build a brighter future for all.’

Our equity and diversity statement declares our commitment to equity as a key principle and to respecting each other's differences and identities.

Equity

We pride ourselves on being a welcoming and inclusive school. For us at Foxtton equity means that everyone is able to participate and feel welcome and safe in the activities of our school. This includes pupils, parents, staff, governors and visitors. Everyone should be able to achieve the best possible outcomes as a result of their participation. We believe that equity should permeate all aspects of school life and is the responsibility of all members of the school and community.

Diversity

At our school diversity means acknowledging that there are differences between people that should be recognised, respected and celebrated. We promote respect of each other's differences and identities. We celebrate and raise awareness of diversity in the school and in the wider community and believe that teaching children about diversity prepares them for life in modern Britain.

The Equality Act 2010

We have developed our policy through the Equality Act 2010. We want our children to learn that we all belong together regardless of different races, religions, sexualities, genders, abilities and ages. We encourage children to be proud of their differences and to understand the importance of not discriminating against or being unfair to others because of their differences.

Global Curriculum

Our curriculum has been centred around the UN Sustainable Development Goals, which include Goal 5: Gender Equality and Goal 10: Reduced Inequalities.

The nominated senior people for the implementation of the school's Equalities policy are the Governors and Head Teacher.

The governors are responsible for:

- Ensuring that the equality information and objectives as set out in this statement are published and communicated to staff, pupils and parents, and that they are reviewed and updated at least once every four years

The Head Teacher is responsible for:

- Providing updates on equalities legislation and the school's responsibilities
- Reporting to the Governing body on racist, homophobic and transphobic incidents, disability bullying or faith incidents and Prevent incidents.
- Providing a curriculum that promotes equalities throughout the school and monitoring its impact.
- Ensuring all school policies reflect a commitment to equality
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

Foxton Primary School will ensure that the curriculum:

- Reflects a commitment to equality
- Prepares pupils for life in the UK which is a diverse society
- Develops pupil's sense of personal and cultural identity and encourages them to be receptive and respectful towards other identities
- Uses opportunities to reflect on the background and experience of pupils and the wider community including religious, cultural and linguistic diversity.
- Encourages pupil to explore bias and stereotyping. Challenges prejudice and recognises and challenges discriminatory behaviour and language whenever it occurs
- Promotes the school's values and ethos explicitly through PSHE, assemblies and our Global Curriculum.
- Uses a range of images and materials that positively reflect a range of cultures, communities, identities, lifestyles and social circumstance
- 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.
- Staff have received training on the Equality Act and new staff will receive training as part of their induction.

The school has a designated member of staff for 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)
- 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:

- 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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 respect 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

- Promoting awareness and understanding of a range of different families, identities, backgrounds and situations through teaching in PSHE and citizenship and through diversity initiatives such as that based on the 'No Outsiders' programme.
- Whole school assemblies dealing with relevant issues. Encourage contributions from pupils and members of the wider community.
- 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
- Celebrating diversity and organising awareness raising events across school, to include examples such as child mental health week, autism and dyslexia awareness weeks, GRT month etc.

Monitoring Arrangements

The Head Teacher and governors will update the equality information we publish annually.

This document will be reviewed at least every 4 years.

Equity Objectives

Our school's updated equality objectives for 2025–2029 are:

- Promote a culture of inclusion throughout school life, including curriculum, assemblies and extra-curricular activities.
- Improve awareness of the Equality Act 2010 and rights under it among staff, pupils and the wider community.
- Foster positive attitudes, mutual respect and tolerance among pupils through regular diversity and anti-bullying education.
- Reduce attainment gaps by using data analysis to identify and support underperforming groups.
- Ensure accessibility for all pupils and stakeholders, including regular review of the Accessibility Plan.