



Belmont Primary School

Equalities Policy 2026 - 2028

Date approved by governors:

Date shared with staff

Reviewed on: August 2026

Next review date: August 2028

1. Our Commitment to Equality

Belmont Primary School is committed to providing an inclusive environment in which every member of our school community is valued, respected and able to participate fully in school life.

We believe that all pupils should have the opportunity to achieve their potential, regardless of their background, circumstances or protected characteristics. We recognise that treating everyone fairly does not always mean treating everyone in exactly the same way, and that some individuals may require additional support, reasonable adjustments or different approaches in order to access the same opportunities.

We are committed to:

- promoting equality of opportunity for pupils, staff and others within our school community;
- identifying and reducing barriers to participation, achievement and inclusion;
- preventing and responding to discrimination, harassment, victimisation and prejudice;
- promoting positive relationships, respect and understanding between people from different backgrounds and groups;
- ensuring that equality and inclusion are reflected in our curriculum, policies, practices and decision-making;
- considering the needs of individuals and groups when planning provision and making decisions; and
- using information and evidence to identify inequalities and evaluate the impact of the actions we take.

Equality is the responsibility of the whole school community and forms part of Belmont Primary School's wider commitment to ensuring that every child is able to learn, participate and thrive.

2. Legal Framework and the Public Sector Equality Duty

Belmont Primary School will meet its responsibilities under the **Equality Act 2010** and other relevant equality legislation and guidance.

As a public body, the school must have due regard to the need to:

- **eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;**
- **advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and**
- **foster good relations between people who share a relevant protected characteristic and those who do not.**

In meeting this duty, the school will consider how its policies, practices and decisions may affect different individuals and groups within the school community.

Belmont Primary School will publish appropriate information to demonstrate its compliance with the Public Sector Equality Duty and will prepare and publish specific and measurable equality objectives in accordance with applicable requirements.

3. Protected Characteristics

The Equality Act 2010 identifies the following protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

The way in which particular provisions of the Equality Act apply varies according to the circumstances and the individuals concerned. For example, not every protected characteristic applies to pupils in the same way that it applies in employment.

Belmont Primary School will nevertheless seek to promote a culture of dignity, respect and inclusion for **all** members of its community and will challenge discrimination and prejudice wherever they occur.

4. How Belmont Promotes Equality

Belmont Primary School seeks to embed equality, diversity and inclusion throughout school life rather than treating them as separate activities.

In doing so, the school considers both the protected characteristics set out in the Equality Act 2010 and other circumstances that may create barriers to participation, wellbeing or achievement.

These may include disadvantage, special educational needs, disability, being looked-after or previously looked-after, being a young carer, family circumstances and other vulnerabilities or barriers experienced by individual pupils.

4.1 Teaching, Learning and the Curriculum

The school will provide a broad and inclusive curriculum that promotes respect, understanding and positive relationships.

We will:

- ensure that all pupils have appropriate access to the curriculum and wider learning opportunities;
- identify and address barriers to learning and participation;
- make reasonable adjustments for disabled pupils where required;

- use appropriate adaptations and support to enable pupils with SEND to participate and achieve;
- provide opportunities for pupils to encounter and understand different cultures, beliefs, families, identities and experiences;
- ensure that resources and learning materials promote positive and appropriate representation and avoid unnecessary stereotyping; and
- support pupils to develop the knowledge, attitudes and confidence needed to challenge prejudice and discrimination.

4.2 Achievement and Participation

The school will monitor relevant information about pupil achievement, attendance, participation and wellbeing in order to identify significant differences between groups or individuals.

Where an inequality or barrier is identified, the school will consider its possible causes and take proportionate action where appropriate.

Support will be based on identified need rather than assumptions about an individual because they belong to a particular group.

4.3 Behaviour, Bullying and Prejudice

Discrimination, harassment, victimisation and prejudice-based bullying are not acceptable at Belmont Primary School.

The school will respond appropriately to incidents involving prejudice or discriminatory language or behaviour in accordance with its Behaviour Policy and other relevant procedures.

Incidents will be considered in context, taking account of the age and understanding of the pupils involved. The school's response will seek both to address the behaviour and, where appropriate, to educate pupils and develop their understanding.

Serious or repeated incidents will be addressed appropriately and safeguarding procedures will be followed where a concern about a child's welfare arises.

4.4 Accessibility and Inclusion

The school will take reasonable and proportionate steps to ensure that disabled pupils, staff, parents/carers and visitors are not placed at a substantial disadvantage.

The school will consider accessibility when planning its curriculum, environment, communication and wider activities and will make reasonable adjustments where required.

More detailed arrangements for improving accessibility are set out in the school's **Accessibility Plan**.

4.5 Wider School Life

The school will seek to ensure that pupils have equitable opportunities to participate in the wider life of the school, including educational visits, clubs, activities, leadership opportunities and other experiences.

Where financial, physical, communication or other barriers may prevent participation, the school will consider what reasonable steps can be taken to reduce those barriers.

4.6 Staff and Employment

Belmont Primary School is committed to fair and equitable employment practices.

Decisions relating to recruitment, professional development, responsibilities and other employment matters will be made fairly and in accordance with relevant employment and equality requirements.

The school will make reasonable adjustments for disabled employees and applicants where required.

All staff are expected to contribute to an inclusive working environment and to uphold the professional expectations contained within the Staff Code of Conduct.

5. Roles and Responsibilities

Promoting equality and inclusion is a shared responsibility across Belmont Primary School.

5.1 Governing Body

The Governing Body has overall responsibility for ensuring that the school meets its duties under the Equality Act 2010 and Public Sector Equality Duty.

The Governing Body will:

- ensure that equality considerations are reflected appropriately in school policies, decisions and strategic planning;
- approve and monitor the school's equality objectives;
- consider relevant information about equality, inclusion and outcomes for different groups;
- provide appropriate challenge and support to school leaders; and
- ensure that the school publishes the equality information and objectives required of it.

5.2 Equalities Governor

The nominated Equalities Governor will support the Governing Body in monitoring the school's approach to equality and inclusion.

The Equalities Governor will:

- maintain an appropriate understanding of the school's equality duties and objectives;
- meet with relevant staff to discuss progress, priorities and emerging issues;
- consider appropriate evidence, including pupil and parent/carers views where relevant;
- monitor progress towards the school's published equality objectives; and
- report relevant findings and developments to the Governing Body.

5.3 Headteacher and Senior Leadership Team

The Headteacher has responsibility for the day-to-day implementation of this policy, supported by the Senior Leadership Team.

School leaders will:

- promote a culture of equality, dignity, respect and inclusion;
- ensure that staff understand their responsibilities under this policy;
- consider equality implications when developing policies, practices and significant decisions;
- monitor relevant information to identify potential inequalities or barriers;
- ensure that discrimination, harassment, victimisation and prejudice-based incidents are addressed appropriately;
- oversee progress towards the school's equality objectives; and
- ensure that appropriate equality information is published and reviewed.

5.4 Staff

All staff are expected to:

- promote equality, inclusion and respectful relationships;
- model appropriate language and behaviour;
- challenge discrimination, stereotypes and prejudice appropriately;
- respond to and report concerns in accordance with school procedures;
- consider the individual needs and circumstances of pupils when planning teaching, support and wider opportunities;
- make or support reasonable adjustments where appropriate to their role; and
- contribute to the school's equality objectives and wider inclusion work.

Staff must also comply with the professional expectations set out in the **Staff Code of Conduct**.

5.5 Pupils, Parents/Carers and the Wider School Community

Pupils, parents/carers, visitors, volunteers and others within the school community are expected to support the school's commitment to equality, treat others with dignity and respect and avoid discriminatory or prejudicial behaviour.

The school will provide appropriate opportunities for pupils and, where relevant, parents/carers to contribute their views about equality, inclusion and their experience of school life.

6. Identifying and Addressing Inequality

Belmont Primary School will use appropriate information and evidence to identify potential inequalities, barriers to participation and differences in experience or outcomes within the school community.

The school may consider information relating to:

- attainment and progress;
- attendance and persistent absence;
- behaviour, suspensions and exclusions;
- participation in clubs, educational visits and wider school opportunities;
- SEND and accessibility;
- disadvantage and other identified vulnerabilities;
- bullying, discriminatory or prejudice-related incidents;
- pupil wellbeing and safeguarding;
- recruitment, employment and staff development, where appropriate; and
- the views and experiences of pupils, parents/carers, staff and governors.

Information will be considered proportionately and with regard to the size and context of the school. Particular care will be taken where small numbers could enable individuals to be identified.

6.1 Responding to Identified Inequality

Where information indicates a potential inequality or barrier, the school will seek to understand the reasons for it rather than making assumptions based solely on group membership.

Appropriate action may include:

- adapting teaching, provision or support;
- making reasonable adjustments;
- reviewing policies, procedures or working practices;
- improving accessibility;
- addressing barriers to participation;
- providing staff training or professional development;
- seeking the views of pupils, families or other members of the school community;
- reviewing curriculum content or resources; or
- incorporating appropriate actions into school improvement planning or the school's equality objectives.

The impact of significant actions will be reviewed to determine whether they have reduced the identified inequality or barrier.

6.2 Equality in Decision-Making

Equality considerations will form part of relevant school decision-making and policy development.

Where a proposed policy, practice or significant decision may have a particular impact on individuals or groups, the school will consider:

- who may be affected;
- whether the proposal could create or increase a disadvantage;
- whether reasonable adjustments or alternative approaches are required;
- whether there are opportunities to advance equality or foster good relations; and
- whether further information or consultation is needed before a decision is made.

The level of consideration and any record made will be proportionate to the significance and potential impact of the decision.

7. Monitoring and Publishing Equality Information

Belmont Primary School will monitor the effectiveness of its approach to equality and inclusion and will publish information demonstrating how it is meeting its responsibilities under the Public Sector Equality Duty.

Published equality information will be reviewed and updated at least annually and will be appropriate and proportionate to the size and context of the school.

The information published may include:

- relevant information about the characteristics and context of the school community;
- information about pupil outcomes, attendance, participation or other relevant measures;
- evidence of how the school promotes equality of opportunity and addresses identified barriers;
- information about how the curriculum and wider school experience promote equality, diversity and positive relationships;
- examples of reasonable adjustments and inclusive practice, where these can be shared without identifying individuals;
- information about how the school responds to discrimination, prejudice and inequality; and
- progress towards the school's published equality objectives.

The school will not publish information where doing so could identify an individual or disclose confidential or sensitive personal information.

7.1 Using Information Effectively

Equality information will be used to support reflection, improvement and decision-making rather than being collected solely for reporting purposes.

School leaders and governors will consider relevant information when identifying priorities, setting equality objectives and evaluating the impact of actions taken.

Where information identifies no significant inequality, this will not in itself require additional action. The school will continue to monitor relevant information and respond where a need or barrier is identified.

7.2 Listening to the School Community

Quantitative data will be considered alongside the experiences and views of members of the school community.

The school will seek appropriate opportunities to hear from pupils and, where relevant, parents/carers, staff and governors about equality, inclusion, accessibility and their experience of school life.

Particular consideration will be given to ensuring that individuals or groups who may experience barriers to participation have appropriate opportunities for their views to be heard.

8. Equality Objectives 2026–2028

Belmont Primary School will publish specific and measurable equality objectives and review progress towards them regularly.

Equality objectives will be informed by available evidence, the context and needs of the school community, pupil and stakeholder voice and the school's wider improvement priorities.

Objectives will focus on areas where the school can reasonably take action to advance equality of opportunity, reduce identified barriers or foster good relations.

The school's equality objectives for 2026–2028 are:

Objective 1 — Participation and opportunity

To identify and reduce barriers that may prevent disadvantaged pupils, pupils with SEND and other identified groups from participating fully in the wider life of the school.

Actions

- annually review participation in clubs, educational visits, residentials, leadership roles and other wider opportunities;
- identify any significant patterns of under-representation;

- seek pupil/family views where barriers are identified;
- take proportionate action to address financial, physical, communication or other barriers.

How we'll know: Belmont can demonstrate that participation has been reviewed, barriers identified have been acted upon and there is no unexplained pattern of significant under-representation.

Objective 2 — Representation and understanding

To ensure that pupils encounter and develop an age-appropriate understanding of a diverse range of cultures, religions, beliefs, families, identities and experiences through the curriculum and wider school life.

Actions

- review curriculum/resources for representation, identifying genuine gaps;
- use assemblies/events/books/visitors where they enrich learning and gathering pupil voice to see what children actually understand.

How we'll know: curriculum monitoring and pupil voice demonstrate that pupils encounter meaningful representation and can talk appropriately about difference, respect, equality and belonging.

Objective 3 — Outcomes and barriers

To monitor relevant pupil outcomes and experiences to identify significant inequalities or barriers and take timely action where these are identified.

Actions

- review attainment/progress, attendance, behaviour and wellbeing alongside SEND, disadvantage and other relevant characteristics;
- investigate significant differences rather than assuming their cause;
- record actions where intervention is required;
- evaluate impact through normal school improvement processes.

How we'll know: relevant group information is reviewed systematically; significant inequalities are investigated; actions and their impact can be evidenced where intervention has been necessary.

9. Monitoring and Review

The Headteacher has overall responsibility for monitoring the implementation and effectiveness of this policy, with oversight from the Governing Body and nominated Equalities Governor.

The school will review progress towards its published equality objectives regularly and will report progress to the Governing Body at appropriate intervals.

In monitoring the effectiveness of this policy, the school will consider relevant evidence including:

- pupil outcomes, attendance, participation and wellbeing where appropriate;
- identified barriers or inequalities and the impact of actions taken to address them;
- discriminatory, prejudice-related or bullying incidents;
- accessibility and reasonable adjustments;
- pupil, parent/carers and staff views where relevant; and
- progress towards the school's published equality objectives.

The Equalities Policy will normally be reviewed every two years, or earlier where there is a significant change to legislation, statutory guidance, the school's circumstances or identified need.

Equality information will be reviewed and updated at least annually.

Equality objectives will be reviewed at least every four years as required, although Belmont Primary School may set and review objectives over a shorter period.

Significant amendments to the policy will be approved in accordance with the school's usual governance arrangements.

10. Related Policies and Guidance

This policy should be read alongside other relevant Belmont Primary School policies, plans and procedures, including:

- Accessibility Plan;
- Child Protection and Safeguarding Policy;
- SEND Policy and SEND Information Report;
- Behaviour Policy;
- Anti-Bullying arrangements;
- Staff Code of Conduct;
- Learning Beyond the Classroom Policy;
- Admissions arrangements;
- Complaints Policy;
- Recruitment and employment procedures;
- School Improvement Plan; and
- other relevant curriculum, inclusion and accessibility policies and procedures.

This policy has been developed with regard to:

- the **Equality Act 2010**;
- the **Public Sector Equality Duty**;
- relevant Department for Education guidance concerning equality and schools; and
- other applicable statutory guidance relating to equality, inclusion and accessibility.

The school will have regard to updated or replacement legislation and guidance introduced during the lifetime of this policy.