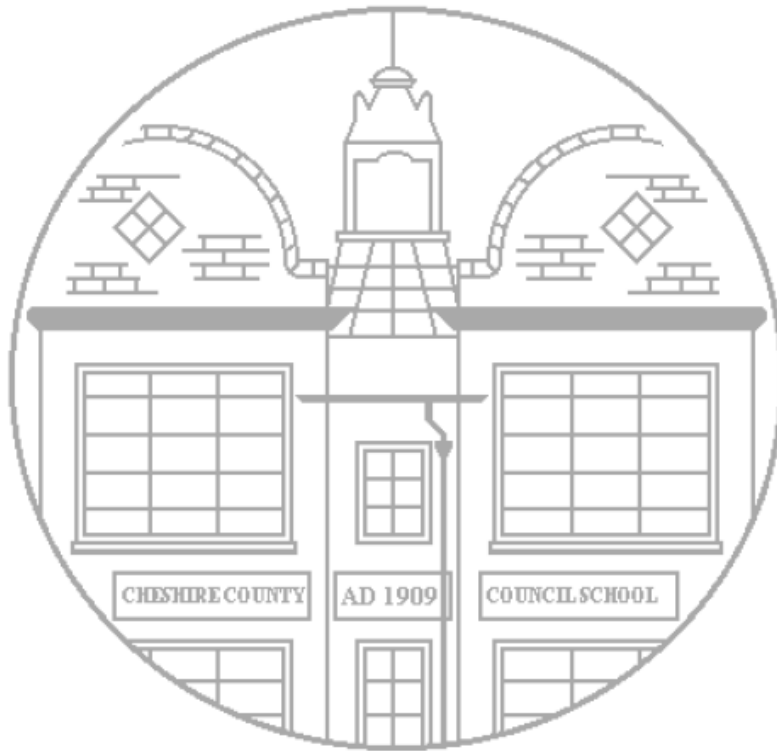


Cambridge Road Community Primary & Nursery School



Equality Policy and Accessibility Plan

Approved by: Heather Berry

Date: September 2026

Review date: September 2027

1. Policy statement

Cambridge Road Community Primary & Nursery School is committed to providing an inclusive and welcoming environment in which everyone is treated with dignity, fairness and respect.

We recognise and value the diversity of our pupils, families, staff, governors and wider community. We aim to ensure that no individual is unlawfully discriminated against, harassed or victimised because of a protected characteristic.

We are committed to:

- eliminating unlawful discrimination, harassment and victimisation;
- advancing equality of opportunity;
- fostering good relations between people who share a protected characteristic and those who do not;
- removing or reducing barriers to participation and achievement;
- making reasonable adjustments for disabled pupils and other individuals where the law requires this;
- promoting respect, tolerance, understanding and positive relationships;
- ensuring that equality is reflected in the curriculum and wider life of the school; and
- using appropriate evidence and information to identify and address inequalities.

Equality is an integral part of the school's leadership, curriculum, safeguarding, behaviour, SEND and school-improvement arrangements.

2. Legal framework

This policy is based principally on the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

The school will also have regard to relevant statutory guidance and other guidance issued by the Department for Education and the Equality and Human Rights Commission.

The school's duties under the Equality Act operate alongside other statutory responsibilities, including those relating to special educational needs and disability, accessibility, safeguarding, admissions, behaviour, attendance and the curriculum.

The governing body and school leadership will ensure that equality considerations are embedded within the school's decision-making and governance arrangements.

The school will keep this policy under review to reflect changes to legislation and statutory guidance.

3. The Public Sector Equality Duty

Under section 149 of the Equality Act 2010, the school, as a public authority, must have due regard to the need to:

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

The governing body and school leaders will consider these duties when exercising their functions and making decisions.

The school will seek to ensure that equality considerations are not simply an afterthought but form part of appropriate planning, policy development, decision-making and review.

The current DfE maintained-school governance guidance confirms these three elements of the Public Sector Equality Duty and requires governing bodies to publish equality objectives every four years and annual information demonstrating compliance. G GOV.UK

4. Protected characteristics

The Equality Act 2010 protects people from discrimination because of the following protected characteristics:

age;

disability;

gender reassignment;

marriage and civil partnership;

pregnancy and maternity;

race;

religion or belief;

sex; and

sexual orientation.

The application of particular Equality Act protections varies according to whether an individual is a pupil, prospective pupil, employee, governor, parent/carer or another person using the school's services.

For pupils, the Equality Act school provisions do not apply to every protected characteristic in exactly the same way. The school will therefore apply the legislation relevant to the particular circumstances.

5. Equality and pupils

Cambridge Road Community Primary & Nursery School will not unlawfully discriminate against pupils or prospective pupils.

This includes discrimination in relation to:

- admissions;
- the provision of education;
- access to benefits, facilities and services;
- participation in school activities;
- educational visits and residential activities;
- clubs and enrichment opportunities;
- behaviour and disciplinary procedures;
- exclusions and suspensions; and
- any other area covered by the Equality Act 2010.

The school will consider whether any provision, criterion, practice or decision could create an unnecessary or unlawful barrier for pupils who share a protected characteristic.

The school will use appropriate evidence to identify significant or persistent disparities in outcomes, attendance, behaviour, participation or other relevant areas and will consider proportionate action where appropriate.

6. Disability and reasonable adjustments

The school recognises its legal duties towards disabled pupils and prospective pupils.

The school will take reasonable steps to avoid disabled pupils being placed at a substantial disadvantage in comparison with pupils who are not disabled.

Reasonable adjustments may include, where appropriate:

- adjustments to teaching and learning;
- adjustments to assessment arrangements;
- changes to school routines or procedures;
- additional or alternative methods of communication;
- adaptations to activities and educational visits;
- changes to the physical environment;
- the provision of auxiliary aids or services where the relevant legal duty applies; and
- other reasonable measures identified for an individual pupil.

Reasonable adjustments will be considered on an individual basis and in consultation with the pupil and/or their parent or carer where appropriate.

The school will not use a general policy or practice as a reason for refusing to consider an appropriate reasonable adjustment.

The governing body will ensure that the school's Accessibility Plan is prepared, implemented and reviewed in accordance with the Equality Act 2010.

The Equality Act requires schools to maintain an accessibility plan covering curriculum access, the physical environment and accessible information. L
Legislation.gov.uk

7. Accessibility

The Equality Policy should be read alongside the school's Accessibility Plan.

The Accessibility Plan sets out the steps the school is taking to:

increase the extent to which disabled pupils can participate in the curriculum;

improve the physical environment of the school to increase access for disabled pupils; and

improve the delivery of information to disabled pupils in accessible formats.

The Accessibility Plan will be reviewed and updated in accordance with statutory requirements.

The school will consider accessibility when planning changes to buildings, facilities, curriculum, activities, communication and school procedures.

The DfE's current requirements identify an Accessibility Plan as a statutory document for maintained schools and require it to be reviewed every three years. G
GOV.UK

8. Discrimination, harassment and victimisation

Cambridge Road Community Primary & Nursery School will not tolerate unlawful discrimination, harassment or victimisation.

This applies to conduct involving:

pupils;

staff;

governors;

parents and carers;

volunteers;

visitors; and

other members of the school community.

Concerns or allegations will be taken seriously and dealt with through the appropriate school procedures, which may include the:

- Behaviour Policy;
- Anti-Bullying Policy;
- Child Protection and Safeguarding Policy;
- Complaints Policy;
- Staff Disciplinary Procedure; or
- Staff Grievance Procedure.

Where an incident may constitute a safeguarding concern, the school's safeguarding procedures will take precedence.

9. Equality and the curriculum

The school will seek to ensure that the curriculum promotes equality, respect and understanding.

Where appropriate, pupils will be given opportunities to:

- learn about different cultures, communities and backgrounds;
- understand and respect difference;
- challenge stereotypes and prejudice;
- develop positive attitudes towards people with different protected characteristics;
- understand fairness and equality;
- develop respectful relationships; and
- participate fully in the life of the school.

Equality and diversity will be considered across the curriculum rather than being confined to a single subject or annual event.

The school will ensure that resources and curriculum materials are selected appropriately and, where possible, reflect the diversity of the pupils and wider community.

10. Equality and behaviour

The school expects all members of the school community to behave respectfully towards others.

Bullying, discriminatory language, harassment or behaviour connected to a protected characteristic will be taken seriously.

Where appropriate, incidents will be recorded and monitored to identify patterns or disproportionate impacts.

The school will take appropriate action to address discriminatory behaviour while ensuring that pupils understand why the behaviour is unacceptable and how respectful relationships can be developed.

The Equality Policy should be read alongside the school's Behaviour and Anti-Bullying Policies.

11. Equality and staff

The school is committed to fair and lawful employment practices.

Employment decisions will be made on the basis of relevant skills, experience, qualifications, performance and other legitimate criteria rather than unlawful discrimination.

The school will seek to ensure equality in relation to:

- recruitment and selection;
- induction;
- professional development;
- training;
- promotion and progression;
- performance management;
- pay and remuneration;
- working arrangements;
- maternity and family-related leave;
- reasonable adjustments;
- grievance and disciplinary procedures; and
- termination of employment.

Where appropriate and lawful, the school will monitor workforce information to identify potential inequalities or barriers.

Any workforce equality information collected or published will be handled in accordance with data protection legislation and will be appropriately aggregated and anonymised.

The DfE's July 2026 governance guidance specifically recommends proportionate collection and review of workforce diversity information and states that published information should be aggregated and anonymised so individuals cannot be identified. G GOV.UK

12. Equality and decision-making

When making significant decisions or developing or reviewing policies and practices, the school will consider whether there may be an impact on people who share a protected characteristic.

Where appropriate and proportionate, the school will undertake an equality analysis to support decision-making.

Equality considerations may include:

- who may be affected by a decision;
- whether there are potential barriers to participation;
- whether different groups may experience different impacts;
- whether reasonable adjustments may be required;
- whether alternative approaches could reduce disadvantage; and
- whether further information is required before a decision is made.
- The school will retain appropriate evidence of equality considerations where necessary.

13. Equality information

The school will collect and use relevant equality information to help it understand whether its policies and practices are effective.

Where appropriate and proportionate, information may include:

Pupils

- attainment and progress;
- attendance and persistent absence;
- behaviour incidents;
- bullying incidents;
- suspensions and exclusions;
- participation in enrichment activities and educational visits;
- participation in leadership and wider school opportunities;
- SEND and disability;
- admissions; and
- other relevant indicators of participation and outcomes.

Staff

- recruitment and selection;
- retention;
- training and professional development;
- promotion and progression;
- working arrangements;
- grievances;
- disciplinary procedures;
- sickness absence where relevant and lawful; and
- other appropriate workforce information.

The school will not collect or publish personal information unnecessarily.

All equality information will be processed in accordance with applicable data protection legislation.

Where equality information is published, it will be appropriately anonymised and aggregated to protect individuals.

14. Publication of equality information

Cambridge Road Community Primary & Nursery School will publish information demonstrating how it is complying with the Public Sector Equality Duty.

The school will update its published equality information at least annually.

The information will demonstrate, where relevant, how the school is:

eliminating discrimination;

advancing equality of opportunity; and

fostering good relations.

The school will publish its equality objectives and review them at least every four years.

The current DfE requirements state that maintained schools must publish information demonstrating compliance with the Public Sector Equality Duty annually and publish equality objectives at least every four years. G GOV.UK+1

15. Equality Objectives 2026–2030

The school has identified the following equality objectives.

Objective 1 – Curriculum, diversity and belonging

To promote equality, diversity and respect through the curriculum, assemblies, school events and wider school life, enabling pupils to develop positive attitudes towards people from different backgrounds and with different protected characteristics.

Monitoring:

This objective will be reviewed annually through curriculum monitoring, pupil voice, RSHE monitoring and school self-evaluation.

Objective 2 – Equality of educational outcomes

To monitor attainment and progress for relevant groups of pupils, including pupils with SEND and disabilities and other groups identified through the school's equality information, and to take proportionate action where significant or persistent disparities are identified.

Monitoring:

The Senior Leadership Team will review relevant data at least termly and report significant findings and actions to the governing body through the appropriate reporting arrangements.

Objective 3 – Behaviour, bullying, attendance and participation

To monitor behaviour incidents, bullying, attendance, suspensions and participation in school activities for relevant groups of pupils and to investigate and address any disproportionate patterns associated with protected characteristics.

Monitoring:

The Senior Leadership Team will review relevant information termly and identify appropriate actions where required.

Objective 4 – Equality in employment

To ensure that recruitment, professional development, progression and employment practices are fair and do not unlawfully discriminate, using appropriate workforce equality information to identify potential barriers.

Monitoring:

The Headteacher and School Business Manager will review relevant workforce information annually and report significant findings to governors where appropriate.

Objective 5 – Accessibility and participation

To improve accessibility and participation for disabled pupils by implementing the school's Accessibility Plan and reviewing reasonable adjustments and barriers to participation.

Monitoring:

The Accessibility Plan will be reviewed annually and progress will be considered alongside the school's equality information and school improvement planning.

16. Roles and responsibilities

Governing body

The governing body has overall responsibility for ensuring that the school complies with its equality duties.

The governing body will:

- ensure that equality is considered as part of strategic decision-making;

- approve the school's equality objectives;
- monitor progress against the equality objectives;
- ensure that required equality information is published;
- ensure that the Accessibility Plan is maintained and implemented; and
- ensure that appropriate policies and procedures are in place.

Headteacher

The Headteacher is responsible for implementing this policy and ensuring that equality considerations are embedded in the school's day-to-day practice.

The Headteacher will:

- promote equality throughout the school;
- ensure staff understand their responsibilities;
- monitor relevant equality information;
- respond appropriately to concerns and incidents;
- ensure reasonable adjustments are considered;
- report relevant equality matters to governors; and
- ensure that the school's equality objectives are implemented.

Staff

All staff are expected to:

- treat others with dignity and respect;
- challenge inappropriate discriminatory behaviour;
- avoid unlawful discrimination;
- promote equality and inclusion;
- make reasonable adjustments where appropriate and within their responsibilities;
- report concerns through the appropriate procedures; and
- contribute to a positive and inclusive school environment.

Pupils

Pupils are expected to:

- treat others with respect;
- avoid discriminatory, harassing or bullying behaviour;
- challenge prejudice appropriately;
- respect difference; and
- follow the school's behaviour expectations.

Parents and carers

Parents and carers are encouraged to support the school's commitment to equality and respectful relationships and to raise concerns through the appropriate school procedures.

17. Complaints and concerns

Any pupil, parent/carer, member of staff or other member of the school community who believes they have experienced discrimination, harassment or victimisation should raise the concern with the school.

Concerns will be dealt with under the appropriate school procedure.

Where a concern relates to safeguarding, the school's safeguarding procedures will apply.

The school will ensure that individuals raising concerns are not victimised for doing so.

18. Related policies and documents

This policy should be read alongside the school's:

Accessibility Plan;

SEND Policy and Information Report;

Child Protection and Safeguarding Policy;

Behaviour Policy;

Anti-Bullying Policy;

Complaints Policy;

Attendance Policy;

Admissions arrangements;

RSHE Policy;

Curriculum policies;

School Uniform Policy;

Staff Code of Conduct;

Staff Grievance Procedure;

Staff Disciplinary Procedure; and

relevant school improvement and governance documents.

19. Monitoring and review

The implementation of this policy will be monitored by the Headteacher and Senior Leadership Team, with appropriate oversight by the governing body.

Equality information will be reviewed at least annually.

Progress against the equality objectives will be reviewed annually and reported to governors where appropriate.

The school's equality objectives will be formally reviewed and renewed at least every four years, or sooner where the school identifies a need to do so.

This policy will be reviewed annually, or sooner where there are significant changes to legislation, statutory guidance or the circumstances of the school.

20. Publication

This Equality Policy, the school's equality objectives and information demonstrating compliance with the Public Sector Equality Duty will be made available through the school's website.

The school will ensure that required equality information is updated annually and that equality objectives are reviewed and published at least every four years.

The school will provide information in an accessible format where reasonably required.