

Lowton West Primary School



Equality Policy

Policy reviewed by N. Gould

Date policy reviewed: September 2026

Ratified by Governing Body:

Dr G. Merrett (Chair of Governors)

Review Date: September 2027

Lowton West Primary School Equality Policy



Aiming High Together

School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values.

The five British values that the Government has identified for schools to focus on are: -

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

Introduction

Lowton West Primary School is guided by a clear set of objectives and values, one of which is equality. Our mission identifies the importance that we place on valuing individuals and their individuality. This policy is intended to ensure that our school promotes individuality in all our children irrespective of their ethnicity, religion, attainment, age, disability, gender, sexual orientation, gender identity or background.

Unlawful discrimination, which results in unfairness in any aspect of school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our mission statement, we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

Legislation and Duties

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunities for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

The following table identifies the equality legislation that affects the school.

Equality Areas:	Legislation:
Race Disability Sexual Orientation Religion or Belief Age Cohesion Gender inc. Gender Identity and Gender reassignment	- Equality Act 2010 - Special Educational Needs and Disability Code of Practice 2014 - Children and Families Act 2014 - Education Act 2002 - Education Act 2011 - 2011 Prevent Strategy, Prevent Duty Guidance (Revised 2023) - Promoting fundamental British Values as part of SMSC in schools (November 2014) - Supporting pupils at school with Medical Conditions 2014 (last updated 2017) - Public Sector Equality Duty (PSED) 2023 - DfE (2014) The Equality Act 2010 and Schools - Data Protection in Schools Feb 2023 (last updated July 2026) - Relationships, Sex and Health Education (RSHE) Sept 2026 - EHRC guidance updates published 2026

Equality Ethos Statement

In accordance with our mission statement and ethos, we pledge to respect the human rights of all our pupils and to educate them about equality.

We will also respect the equal rights of staff, parents and other members of the school community.

In particular, we will comply with the relevant legislation and will implement school plans in relation to race equality, disability equality, gender equality and the Special Educational Needs and Disability Code of Practice 2014 in order to develop positive attitudes and a sense of responsibility towards human rights.

School also adheres to the DfE guidance to actively promote fundamental British Values and follow advice ***“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”***

Equality Act and Recent Case Law

School is aware of the implications of the UK Supreme Court judgment on the interpretation of "sex" under the Equality Act and the subsequent EHRC guidance updates published in 2026. While the Equality Act 2010 itself has not changed, accompanying guidance for organisations has been updated.

School has reviewed the provision of:

- Single-sex facilities.
- Participation in sport.
- Balancing rights of different protected groups.
- Ensuring all pupils are treated with dignity and respect.

Our Equality Policy is intended to help to ensure that this school promotes the individuality of everyone.

- We do not discriminate against anyone, be they staff, pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender, gender identity and reassignment, sexual orientation or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.
- We promote the British Values throughout our curriculum.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.
- We will consult and involve those affected by inequality in the decisions school takes to promote equality and eliminate discrimination. This will include parents, staff, pupils and members of the local community.

Race equality actions

We will teach the children to respect all people irrespective of creed, faith, colour, race or social standing. The same respect for race equality will be upheld by all members of the school community. We will tackle racial discrimination and promote equality of opportunity and good race relations across the school. We will listen and respond to those who have been affected by inequality and take action to address any concerns raised.

Disability equality actions

We will teach children to value and celebrate individual differences and disabilities. At Lowton West, we believe that everyone is special. All members of the school community will comply with school policy, the SEND policy, 'Supporting Pupils at School with Medical Conditions' the school Equality Plan and the Accessibility Plan.

Gender equality actions

We will promote equal opportunities for all members of our community.

Sexual orientation and gender reassignment

At Lowton West, we are proud of the diversity of our school community and commit fully to equal opportunities for all and seek to address and challenge all forms of prejudice. Members of our school community who may be affected these protected characteristics will be consulted. For the purposes of this policy, the term 'transgender' refers to any individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

Community cohesion

The school will work to promote cohesion within the wider community.

Assess and Monitor

We will assess and monitor the impact of equality policies on pupils, staff and parents/carers, in particular monitor pupil admissions, attainment data/levels and pupil exclusions by background, disability, gender and different racial groups. The school will take the necessary steps to improve any adverse outcomes for any group. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups. School will seek the views of advisory staff, outside agencies and the local authority in relation to equality and diversity.

Reporting and Recording of racist, homophobic and other hate incidents

Any racist or other hate incidents which occur in school will be recorded in school and reported to Governors on a regular basis.

Responsibilities

The Governing Body is responsible for:

- ensuring the school complies with the relevant equality legislation
- ensuring the school Equality Scheme, Accessibility Plan and its procedures are followed
- ensuring that the school functions (eg. finance, curriculum, and health and safety) are assessed to improve staff and pupils' understanding of the values and principles of equality, diversity and cohesion.

The Head Teacher is responsible for:

- ensuring the school Equality Scheme, Accessibility Plan, Supporting Pupils at school with Medical Conditions Policy, Racial Equality Plans and its procedures are followed
- producing regular information for staff and governors about the plans and how they are working
- ensuring the school has an anti-discrimination policy for dealing with and reporting hate incidents. Ensuring arrangements are in place for:
 - Equality impact assessment of policies
 - Equality monitoring of policies eg. employment, admissions, pupil attainment, exclusion, hate incidents. Equality assessment of the curriculum.
- ensuring staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to SEND, gender or disability
- revising and reviewing the School's Equality Plans and Accessibility Plans

All staff are responsible for:

- dealing with prejudice-related incidents.
- Dealing with racist, sexist, homophobic, biphobic and transphobic bullying.
- Dealing with online discrimination and harassment.
- recording and monitoring incidents
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of SEND, ethnicity, sexual orientation, disability or gender
- keeping up to date with the law on discrimination
- ensuring they follow equality policies and procedures and take up equality training and learning opportunities provided by the school
- following guidance received from the Local Authority

Teaching staff are responsible for:

- undertaking an equality assessment of their curriculum, to ensure there is equality of opportunity to access the curriculum through teaching and learning
- being able to recognise and tackle bias and stereotyping in the school and wider community
- challenging discriminatory language and behaviour and providing appropriate alternatives and role models

The headteacher is responsible overall for dealing with reports of hate-incidents.

Visitors and contractors are responsible for:

- behaving in a non-discriminatory way and respecting the human rights of individuals regardless of ethnicity, SEND, religion, disability, sexual orientation, gender and gender reassignment.

Definition of Discrimination

The **characteristics** that are protected by the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The Equality Act defines four kinds of unlawful behaviour. These are:

Direct Discrimination, which occurs when a person is treated less favourably than another on grounds of a personal characteristic.

Indirect Discrimination, which occurs when a rule or condition which is applied equally to everyone:

- * Can be met by considerably smaller proportion of people from a particular group
- * Is to the disadvantage of that group
- * Cannot be justified by the aims and importance of the rule condition

Victimisation, which occurs when a person is treated less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

Harassment, which occurs when unwanted conduct violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race.

Discrimination with regard to pupils

We will not discriminate unlawfully against children seeking admission, nor with regard to how pupils are treated, on grounds of gender, SEND, race, disability, sexual orientation (of the pupil, or their parents or carers), gender reassignment, religion or belief. This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

Employment

We are committed to a fair and equal pay policy and a free from bias pay structure.

We will not discriminate in employment unlawfully on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

Public Sector Equality Duty

This policy is in accordance with the Public Sector Equality Duty (PSED). As a school we consider or think about how our policies or decisions affect people who are protected under the Equality Act.

The characteristics that are protected in relation to the public sector equality duty are:

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

149 Public sector equality duty

(1) A public authority must, in the exercise of its functions, have due regard to the need to—

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

(3) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

(b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(4) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(5) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

(a) tackle prejudice, and

(b) promote understanding.

(6) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

Monitoring

The school has an Equality Plan and an Accessibility Plan that are reviewed annually and incorporate areas of the equality duty. We will ensure that the Accessibility Plan and Equality Plan procedures are updated in line with new legislation.

Any identified improvements will be included in the School's Improvement Plan.

Reporting Progress

School Governors will monitor the School's Equality Policy, Equality Plan and Accessibility Plan. The Head Teacher will report to the School Governors on progress against the Single Equality Plan and Accessibility Plan.