



Equality policy

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Introduction

Moldgreen Community Primary School welcomes its duties under the **Equality Act 2010**, updated to include all statutory revisions in force as of January 2026.

We also comply with the **Public Sector Equality Duty (PSED)**, requiring schools to give *due regard* to:

1. Eliminating discrimination, harassment and victimisation;
2. Advancing equality of opportunity;
3. Fostering good relations.

The Act recognises **nine protected characteristics**:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (employment-related)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

(As before, age and marriage/civil partnership generally apply to staff rather than pupils.)

We also commit to responding proactively to **emerging equality reforms**, including anticipated changes following the government's 2025–2026 consultations on pay discrimination and strengthened harassment protections.

Principles of Due Regard (2026 Framework)

In line with EHRC's updated 2023–2025 guidance for schools (latest review Sept 2025), we ensure that:

- Equality considerations inform all significant decisions at the point those decisions are made.
- Decision-makers use appropriate evidence, including consultation results, data analysis, and equality impact assessments.
- The duty is ongoing and not a one-off exercise.
- Records are kept to demonstrate how equality implications were considered.
- Protected characteristics relating to sex and gender reassignment are handled in line with the most recent definitions and examples provided by the EHRC.

School Ethos, Vision and Values

At Moldgreen we are

committed to equality of education and opportunity for all members of our community. In accordance with DfE's 2022–2026 equality and diversity strategy, we aim to build an inclusive environment that reflects the diversity of society and removes structural barriers.

We:

- Collect broad information when pupils enter school;
- Track provision and progress using data systems and structured meetings;
- Survey pupils, parents and staff regularly;
- Conduct scrutiny of work and pupil voice activities;
- Ensure curriculum, assemblies and behaviour policies promote equality, dignity and respect.

Equality Impact Assessment (EIA)

All school leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see appendix). We apply EIAs whenever we:

- Introduce new practices;
- Change or reduce provision;
- Remove or replace existing provision.

EIAs incorporate **consultation** with pupils, parents, staff and governors and are guided by EHRC's strengthened technical standards (2023–2025 updates).

Consultation

Moldgreen Community Primary School recognises the importance of taking account of individuals' differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However, we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following way:

- School Council
- Pupils and Parent surveys
- Headteacher's report to Governors
- Newsletter to parents
- Use of a behaviour and Pastoral Support Manager

Measuring the Impact of Changes

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across school with an additional focus on equality groups, pupil progress meetings
- Pupil surveys that demonstrate emotional health and wellbeing, engagement and involvement-Boxall profiles

Measuring Impact

We measure the impact of our policy and related decisions through:

- Achievement tracking by equality group
- Pupil wellbeing surveys
- Parent consultation
- Work scrutiny and pupil interviews
- Analysis of incidents (behaviour, bullying, prejudice-related)

Publication & Review

In line with the PSED and DfE expectations, we will:

- Publish equality information **annually**;
- Publish updated equality objectives at least every **four years**;
- Report outcomes to governors annually;
- Review this policy by January 2029 or earlier if new legislation (e.g., Equality [Race & Disability] Bill outcomes) is enacted.

Equalities Information

Compliance with the Equality Act 2010 (latest revisions)

We recognise and implement the law covering direct and indirect discrimination, discrimination arising from disability, failure to make reasonable adjustments, harassment and victimisation.

We integrate the strengthened definitions of sex, gender reassignment and related examples from the 2023–2025 EHRC guidance updates.

What we are doing to eliminate discrimination, harassment and victimisation:

| Protected Characteristics | Aims of General Duty | | |
|---------------------------|--|--|--|
| | What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation? | How do we advance equality of opportunity between people who share a protected characteristic and those who do not? | How do we foster good relations between people who share a protected characteristic and those who do not? |
| Race | Equality policy Data on admission Termly reports on racial incidents to Governing Body Low number of reported racial incidents Ofsted reports AHT tracking all incidents Recruitment process | Celebration of differences Curriculum Assemblies School policies Review of practices Pupil progress meetings | Celebration of differences Curriculum Assemblies Good parental links School policies Job descriptions for staff School ethos/values Displays promoting diversity |

| | | | |
|--------------------------------|---|---|---|
| Disability | School policies Inclusive practices Feedback from parental questionnaires. Reports to Governing Body | School policies Raising attainment Tracking Progress Review of practices Pupil progress meetings | Good parental links Assemblies Annual review meetings School ethos/values Reasonable adjustments to support |
| | Assessment data Adaptations to the building Recruitment process Risk Assessment | | |
| Gender | Admissions process Recruitment process Tracking data | Recruitment process School policies Raising attainment Tracking progress Review of practices Pupil progress meetings | Good parental links Assemblies School ethos/values |
| Gender Reassignment | Inclusive practices Admissions process Recruitment process Equality Policy | Celebration of differences School policies School ethos/values Review of practices Pupil progress meetings | Good parental links Admissions process School ethos/values |
| Pregnancy and Maternity | Reasonable adjustments in place to support Risk assessment Recruitment process | Paternity leave | Reasonable adjustments to be supported at work School ethos/values |
| Age | Recruitment process | Recruitment process | Recruitment process School ethos/values |
| Religion and Belief | Admissions procedures Employment documents | Celebration of Differences Assemblies | Celebration of Differences Curriculum Assemblies Good parental links School ethos/values School displays promote diversity |
| Sexual Orientation | School policies Inclusive practices Admissions process Recruitment process Equality policy | Celebration of differences Review of practice | Good parental links Admissions process School ethos/values |

What We Do to Meet the General Duty

Eliminate discrimination, harassment and victimisation

We ensure:

- All policies and procedures promote equality;
- Staff receive regular training on their responsibilities;
- Curriculum content promotes respect, inclusion and accurate representation;
- Prejudice-based incidents are recorded, investigated and reported termly to governors;
- Updated harassment protections anticipated in forthcoming Employment Rights Bill reforms are monitored and integrated as required.

Advance equality of opportunity

We:

- Track progress for all groups including those with protected characteristics;
- Remove disadvantages where they exist;
- Provide interventions and reasonable adjustments for SEND and other needs;
- Ensure extracurricular access is equitable;
- Review recruitment, retention and staff progression patterns in line with PSED expectations.

Foster good relations

We:

- Teach about difference, diversity, and equality;
- Celebrate cultural and religious events respectfully;
- Promote positive parental and community links;
- Use curriculum and assemblies to challenge stereotypes and build cohesion.

Disabled Pupils

We comply with the strengthened duty to make reasonable adjustments and the latest statutory guidance on supporting disabled pupils. This includes:

- Provision of auxiliary aids when reasonable and not already listed in an EHCP;
- Maintaining written records of all adjustments;
- Ensuring accessibility of buildings and reviewing access plans regularly;
- Risk assessments for visits;
- Inclusive extracurricular participation wherever reasonably possible.
(Aligned with Equality Act 2010, Part 2 & 3, adjustments duties)

Educational Visits and Extended School Activities

We ensure fair access by offering:

- Opportunities for parent/carer involvement;
- Adapted equipment where reasonable;
- On-site alternative experiences when offsite participation is not feasible.

Pupil Premium

We continue to:

- Track attainment and progress;
- Review provision in Pupil Progress Meetings;
- Provide targeted support;
- Monitor outcomes to close gaps.

Document control

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