Approved by Governors (date)……

Head Teacher…….……

On behalf of Governors …….

Single Equality Policy

OVERVIEW

At Castle View Primary and Nursery School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of: age, disability, gender, gender-identity, race, religion or belief, sexual orientation or socio-economic background. Castle View Primary School is committed to the inclusion of all pupils, staff, governors and parents into its environment and work. This includes ensuring equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Castle View Nursery and Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Objectives:

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To advance equality of opportunity by ensuring that teaching, learning and curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. To eliminate any discrimination, harassment and victimization. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
4. To recognize, celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that those with management responsibility and individual members of staff, accept responsibility for planning teaching, learning and curriculum and apply this policy to all we do.
6. To ensure that learners and parents are fully involved in the provision made by the school and to increase transparency.
7. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive action and preventative action is funded where needed.
8. To publish all equality information including through the prospectus, newsletters, website and in all policies.
9. To publish equality objectives via the school website and through newsletters to parents.
10. To undertake equality analyses when consulting on decisions about services or policies.
11. To engage with the public on objectives and decision.

LEGAL DUTIES

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

In order to do this effectively, we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

OUR VISION STATEMENT

"**At Castle View Primary School, we welcome all learners into a safe, secure and stimulating environment where high standards are expected, practised and achieved.**"

We support students and teachers alike so they hold high standards of themselves, continually recognising growth in the exploration of individual potential, leading to excellent academic and personal achievement.

RESPONSIBILITY

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.
Head Teacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Non -Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that

	you are aware of your responsi record, report and respond appropriately to prejudice related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

ADDRESSING PREJUDICE RELATED INCIDENTS

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and may seek support from the Local Authority Equality Team.

In our school, we aim to tackle discrimination and promote equality of opportunity in all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to
- influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling discrimination and promoting equality through our newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and prejudice behaviour;
- identifying clear procedures for dealing quickly with incidents of prejudice behaviour;
- making pupils and staff confident to challenge aggressive and prejudice behaviour;

- promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law.

Any incident of racial or cultural harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the
- incident book;
- inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the head teacher.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

BREACHES

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

MONITOR AND REVIEW

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

EQUALITY OBJECTIVES to be reviewed every 4 years:

What	Why	How	Outcome
To promote fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law through celebration of diversity.	Our data indicates that the composition of our school is predominately White, British, Christian with minority representation in other ethnic and religious groups	Assembly timetable. Visits. Visitors. Celebration within the environment through displays. deliver a PSHE Programme which explores and values cultural difference alongside a robust RE syllabus which incorporates visits to different places of	Instilled aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.

		worship as part of our school curriculum activities to develop an understanding of other cultures	
To continue to understand the needs of pupils with SEND and instil pupil understanding of the needs of pupils with SEND	The number of pupils with greater learning needs, particularly with an EHC plan in place has increased in the last year. There is a need to educate the school community thereby developing greater tolerance and empathy in relation to the needs of SEND pupils	CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils.	Staff have improved skills and understanding of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs.
To broaden pupils knowledge and appreciation for other cultures.	Though the school is below the National Average for members of varying cultures, it is increasing and so understanding, respect and tolerance must be nurtured.	Continue to hold Heritage Celebration day and have whole school collective worship focus on celebrating the vibrancy of multi-culturalism.	Children will have appreciation for the increasing multiculturalism of their nation and locality.

Reviewed: September 2026
Next Review: September 2027