



## Ashton St. Peter's Church of England Voluntary Aided Primary School

### Equality Policy

Ratified in April 2026

Update in April 2027

#### Introduction

At Ashton St. Peter's, our vision of "*finding the keys to life and learning*" underpins everything we do. We believe every child is created uniquely and is of equal worth. Our commitment to equality, inclusion and dignity for all members of our community is rooted in our Christian values and our responsibility to nurture every child so they can flourish academically, socially and spiritually.

We recognise the Equality Act 2010 as a framework that strengthens our commitment to valuing diversity, tackling discrimination, promoting equality of opportunity and fostering positive relationships. This policy works in harmony with our SEND Policy, ensuring that pupils with special educational needs and disabilities are fully included, supported and empowered to achieve their full potential.

Our approach reflects international human rights standards, including the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities.

#### Our approach to equality is based on the following 7 key principles

- 1. All learners are of equal value.**  
Every pupil is valued, regardless of disability, SEND, ethnicity, culture, gender, faith, socio-economic background or sexual orientation.
- 2. We recognise, respect and value difference.**  
Diversity is a strength. We remove barriers to participation and learning, including through reasonable adjustments and the graduated approach outlined in our SEND Policy.
- 3. We foster positive attitudes and relationships.**  
We promote respect, empathy and understanding between individuals and groups, ensuring pupils learn to appreciate difference.
- 4. We foster a shared sense of belonging.**  
All pupils, parents, staff and visitors should feel welcomed, included and able to participate fully in school life.
- 5. We observe good equalities practice for staff.**  
Recruitment, training and professional development are fair, transparent and inclusive.
- 6. We have the highest expectations for all pupils.**

We believe every child can succeed. We use high-quality teaching, adaptive practice and targeted support to help pupils find their "keys to learning".

**7. We raise standards for all, especially the most vulnerable.**

Improving outcomes for pupils with SEND, disadvantaged pupils and other vulnerable groups improves outcomes for the whole school.

### **Purpose of the policy**

This policy sets out how Ashton St. Peter's meets its duties under the Equality Act 2010, including:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations between different groups

It also explains how our equality work aligns with our SEND Policy, Accessibility Plan, Behaviour Policy and Christian ethos.

### **Development of the policy**

This policy has been developed with reference to:

- DfE guidance on the Equality Act 2010
- The Ofsted Inspection Framework (2023)
- The SEND Code of Practice (0-25)
- Central Bedfordshire's Graduated Approach
- Consultation with governors, staff, pupils and parents

We recognise Ofsted's statutory duty to report on outcomes for pupils with SEND and disabilities, and this policy supports our readiness for inspection.

### **Links to other policies and documentation**

This policy should be read alongside:

- Special Educational Needs and Disabilities Policy
- SEND Information Report
- Accessibility Plan
- Behaviour and Anti-Bullying Policies
- Safeguarding and Child Protection Policy
- Inclusion Policy
- Admissions Policy
- Data Protection Policy

Equality principles are embedded across the curriculum, school development plan, self-evaluation and staff training.

## **What we are doing to eliminate discrimination, harassment and victimisation**

We ensure equality in:

- Admissions and transitions
- Curriculum access
- Behaviour, exclusions and attendance
- Participation in trips, clubs and wider opportunities
- Access to facilities and services

We fulfil our Reasonable Adjustment Duty by ensuring pupils with SEND or disabilities can access learning and school life on an equal footing with their peers. This includes adaptive teaching, personalised support, environmental adjustments and the graduated approach.

We consider equality implications when reviewing policies or making significant decisions.

## **Behaviour, Exclusions and Attendance**

Our Behaviour and Exclusions Policies reflect the Equality Act and SEND Code of Practice. We:

- Make reasonable and flexible adjustments for pupils with SEND
- Monitor behaviour, attendance and exclusion data for patterns
- Act promptly to address any inequalities

## **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief
- prejudices around gender and sexual orientation

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents if required.

## **What we are doing to advance equality of opportunity between different groups**

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability or specific need for example, through our pupil admissions meetings.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We publish an analysis of standards reached by different groups at the end of each key stage:

Within the ethnic groups:

White

Mixed

Asian or Asian British

Black or Black British

Chinese  
Any other ethnic background

FSM and non-FSM  
Ever 6 and Non-Ever 6  
EAL  
All SEN  
SEN EHC Plans  
More Able  
Looked after Children

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We use a range of teaching strategies and plan differentiated tasks to ensure we meet the needs of all pupils.

We provide support to pupils at risk of underachieving and support for more able students.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We also implement a Disability Equality and Accessibility Plan designed to: increase the extent to which pupils with disability can access the curriculum and the physical environment.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.

We promote a whole school ethos and values that challenge prejudice based on discriminatory language, attitudes and behaviour.

We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history that promote positive images of people.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors and events e.g. Black History Month.

### **Equality Objectives (see Pupil Premium Action Plan and School Development Plan)**

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data Analysis which informs our discussions about the Equality Objectives.

Our Equality Objectives for 2025/26 are

- To ensure that average progress and attainment from the end of KS1 to the end of KS2 in English and Mathematics is in line with national expectations
- To ensure that vulnerable groups of pupils achieve challenging targets and the differences in attainment for these pupils are at least in line with the national average

### **Monitoring and reviewing objectives**

We review and update our equality objectives every two years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

#### *Governing body*

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

#### *Headteacher and Senior Leadership team*

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Headteacher also has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes.

#### *Teaching and Support Staff*

All teaching and support staff will:

- promote an inclusive and collaborative Christian ethos in their classroom in line with our whole school 'Values Programme' and our school vision
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur

- plan and deliver a curriculum that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

### *Visitors*

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this. This policy is also available on our school website.

### **Equal Opportunities for staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Review Procedures**

The School's policy will be reviewed:

- Every year in April
- If the School wishes to review the policy.
- If amendments are required by the Local Authority

**Ratified by:**

**Date: April 2026**

**Chair of Governors**

Other policies to refer to:

Safeguarding and Child Protection

Disability Equality Scheme and Accessibility Plan

Special Educational Needs

Anti-Bullying

Inclusion

Data Protection



## **Ashton St Peter's Church of England Voluntary Aided Primary School**

### **Transgender Policy**

The principles as outlined in our equality policy apply to transgender pupils.

Practice to support transgender pupils is embedded across school policies and curriculum and builds on best practice already in place to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations.

The needs of the pupil will always be sensitively considered in liaison with the pupil's parents, whilst also considering the needs and sensitivities of other pupils.

The following scenarios will apply, whilst acknowledging the list is not exhaustive.

#### **Physical Education**

A young transgender pupil has the same right to Physical education as other pupils. With regard to young transgender pupils at school, there should be reasonably few, if any, issues regarding participation within the sports of their true gender.

#### **Changing Room Facilities**

The use of changing room facilities will be carefully considered. Facilities for transgender pupils will be sensitive to their needs and also recognise the needs and sensitivities of other pupils. When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available. Ashton St Peter's Primary School will take a view prior to the delivery of those lessons, in discussion with parents and guardians.

#### **Swimming Lessons**

A risk assessment of the changing facilities will be completed. There must be careful consideration of the health and safety policy and procedures of the leisure centre or swimming pool. This will include the assessment of appropriate clothing when in the swimming pool.

## Toilet Facilities

Transgender pupils will use the unisex toilets which are provided at Ashton St Peter's Primary School.

## Residential Trips

The sleeping arrangements will need to be thought about carefully before the trip takes place. Risk assessments will be carried out prior to residential trips so that reasonable adjustments can be made to allow the pupil to participate.

This protocol will be reviewed in conjunction with the Equality Policy

## **APPENDIX ONE**

### **Check list for school staff and governors**

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Objectives have been shaped by the views, input and involvement of staff, parents, governors, and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through collective worship, friends' assembly and the school council
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- The school takes part in annual events such as Black History Month
- The school environment is increasingly accessible possible to pupils, staff and visitors to the school
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information