

Roberttown C of E Primary School

Equality Policy



September 2026

‘Good Samaritans who aspire to excellence in God's world.’

Approved by: Governing Body

Date: September 2026

Last reviewed on: December 2024

Next review due by: Full Governing Body October 2027

1. Our Vision

Our vision is to create a fair and just school community, that promotes social inclusion, community cohesion and equality, respects diversity and challenges and acts upon discrimination and inequality including bullying. This is underpinned through our school vision and ethos:

Good Samaritans who aspire to excellence in God's world. Our Christian foundation recognises that we are all unique and created in God's image. This underpins our vision for education at Roberttown and is integral to our church school ethos. We, at Roberttown School, provide education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

2. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

3. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

4. Definitions

The Equality Act 2010 provides protection from discrimination. Discrimination can be subdivided into several different types of unlawful behaviour, including:

- direct discrimination (this includes discrimination 'by association' and 'by perception')
- indirect discrimination
- victimisation
- harassment

plus (although these latter types only arise in relation to disability)

- discrimination arising from a disability
- failure to make reasonable adjustments for disability.

Protected characteristics under the Equality Act 2010 (the school acknowledges that certain of these may effectively be of more relevance to members of staff than to

pupils/students) are, in alphabetical order, as follows:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, ethnic or national origins and nationality)
- religion or belief
- sex
- sexual orientation.

The Equality Act 2010 specifies that 'publishing' (of information) equates to making the information available in a manner that is readily accessible to the public.

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality termly, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every termly to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, G&T, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependents and trade union membership.

We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who's doing it, and what it involves.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- We strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. Our 'Open Door' policy together with Comment Sheets and Parent View are just a few ways in which we are able to understand the needs of our school community. It is important to us that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with pupils, parents, staff, partners where appropriate and the wider community.

7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils take a lead in such assemblies and we will invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. (The Linking Project)

- We are striving to be a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination.
- We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the PSHE Curriculum and in particular focusing on the 'rights of the child', the 'right to education' and the 'right to be safe'.
- Our SEN policy demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Equality, Diversity and Cohesion Strategy.
- Involvement and engagement with pupils, staff, governors, parents and with the wider community forms part of our Accessibility strategy with clear objectives and timescales. Partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion.
- As a school we celebrate and respect diversity and eliminate unfair treatment and discrimination through adopting Kirklees policies and procedures in particular in the areas of recruitment, training and development and promotion. We monitor the recruitment and selection of staff in post, all applicants, short listed candidates and candidates appointed. We recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- Promotion of an environment where standards of conduct are of the highest level and the assurance that no one is harassed, bullied or victimised is key.

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9. What we already do

- Promote equality, for example by assessing the impact of our policies on different groups.
- Challenge and eradicate discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying.
- Promote community cohesion, for example, through involvement with the School Linking Project, Carry My Story and continuing established links.
- Give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community.
- Address and raise standards of educational attainment for all individuals and groups at risk of underachieving.
- Develop and support a workforce that reflects at all levels the resident community of Kirklees.
- Ensure that our curriculum, ethos and learning environment reflects our multicultural society.
- Promote extra-curricular activities for all groups, including sporting activities for pupils with disabilities.
- Review and audit all our equality, diversity and cohesion activities.

- Promote equality, diversity and cohesion within the local community. We believe that any modern organisation has to reflect all the communities and people it serves.
- Challenging discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief. Our vision for equality and diversity goes beyond establishing processes to achieve change.

We will monitor progress made towards meeting objectives to:

- take adequate steps to prevent discrimination
- take decisive action when discrimination occurs
- take steps to promote equality, diversity and cohesion

10. Equality objectives

Objective 1: To improve signage around school to incorporate other languages and promote cultural diversity.

Why we have chosen this objective: To ensure the signage around school is more inclusive and accessible to improve communication.

To achieve this objective we plan to: Audit existing signage, source and cost signage that provides information in a variety of ways to aid accessibility.

Objective 2: Widen knowledge and understanding of equality and diversity knowledge through studying a variety of significant people.

Why we have chosen this objective: Broaden children's knowledge and understanding of diversity and equality, ensuring a range of characteristics are represented.

To achieve this objective we plan to: Identify opportunities within the curriculum to study a range of significant people from a breadth of characteristics.

10. Monitoring arrangements

The designated member of staff for Equality will update the equality information we publish, at least every year.

This document will be reviewed by the designated member of staff for Equality at least every 4 years.

This document will be approved by the Governing Body.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour policy
- Anti-Bullying Policy

Appendix 1: Summary of Equality Legislation for Schools

Introduction

This appendix summarises the requirements of disability legislation, and the duty to promote community cohesion. Every aspect of school life is covered by the above equality duties, and examples of areas covered are as follows:

For pupils* this will include aspects such as:

- admissions and attendance
- teaching and learning, timetabling, homework, trips, visits, sports, breaks and lunchtimes, exams, clubs and extracurricular activities, and curriculum development, planning and delivery
- behaviour, discipline and sanctions, exclusions (permanent and fixed term)
- welfare and well-being
- progress and attainment.

* Pupils are defined under the Equality Act 2010 ('the Act') by the following categories:

- i. prospective pupils (in relation to admissions arrangements)
- ii. pupils at the school (including those absent or temporarily excluded)
- iii. former pupils (if there is a continuing relationship based on them having been a pupil at the school).

For staff this will include aspects such as:

- recruitment, selection, conditions of employment
- career progress, appraisal, CPD activities
- disciplinary, grievance, dismissal.

The duties also apply to those using the services of the school, for example parents/carers, and the wider community. The governing body carries ultimate responsibility for implementing equality legislation.

Meeting these duties

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility, and in relation to the relevant sub-group this means schools must plan strategically over time to:

- increase access to the curriculum
- make improvements to the physical environment of the school to increase access
- make written information accessible to pupils in a range of different ways.

Schools must ensure that disabled pupils do not receive treatment that is less favourable, and to satisfy this requirement of the Equality Act the school has a duty to make reasonable adjustments.

Age, Sexual Orientation, Religion and Belief

Schools must not discriminate on the grounds of age, sexual orientation or religion and belief.

Age is not a protected characteristic for the school's provision in terms of pupils although it may be relevant in relation to the treatment of staff members.

Community Cohesion

Schools have a responsibility to promote community cohesion, developing good relations across different cultures and different ethnic, religious (and non-religious) and socio-economic groups.

This duty also includes other differences such as disability, sex, sexual orientation, etc.

Disability Equality

The general duty to promote disability equality is owed to all disabled people which means that schools must have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate unlawful discrimination
- eliminate disability related harassment
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take into consideration people's disabilities, even where that may involve more favourable treatment.

Sex Equality

The general duty in this context means that schools must have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women, girls and boys.

The duty also includes the need to consider actions to address the causes of any gender pay gap.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgender refers to a range of people who do not feel comfortable with their birth sex and prefer to identify as another gender. Schools must provide a supportive environment within the school community and should endeavour to respect the confidentiality of such persons, including those seeking gender reassignment (although safeguarding considerations in relation to children must always take precedence over the issue of confidentiality).

Race Equality

The general duty in this context means that schools must have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

Public Sector Equality Duty

The Public Sector Equality Duty applies to maintained schools, academies and pupil referral units. The Duty requires public bodies to demonstrate that they are taking action on equality in relation to policies, delivery of services and public sector employment. The duty requires public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality of opportunity and to foster good relations. The duty also requires schools to:

- publish information to demonstrate compliance with the duty
- prepare and publish equality objectives.

Where a school has 150 or more employees, data about these employees will need to be published in addition to pupil data. In a school with fewer than 150 employees, only pupil related data will need to be published.

Socio-Economic Duty

A public sector duty applies to 'authorities' who, when making decisions of a strategic nature, must consider how to reduce the inequality of outcomes resulting from socio-economic disadvantage.

Equality Terminology

The definitions given below relate to the terminology and provisions of the Equality Act 2010:

Protected Characteristics

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

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

Discrimination

Unlawful discrimination is defined in the Act as:

- direct discrimination (including discrimination based on perception or association)
- indirect discrimination
- discrimination arising from disability
- failure to make reasonable adjustments (for disabled people).

Victimisation and harassment may also represent forms of discrimination.

Direct Discrimination

Direct discrimination occurs when a person is treated less favourably than another person would be treated because of a protected characteristic. A very basic example of this would be refusing to admit a child to a school as a pupil because of their race. Another basic example would be only allowing male members of staff to drive the school minibus. It is not possible to justify direct discrimination, so it will always be unlawful.

There are, however, exceptions to the schools' provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination. There are also limited circumstances in which an employer might be able to make a case for a genuine occupational requirement for a job.

For someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. They do not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

Indirect Discrimination

Indirect discrimination occurs when a provision, criterion or practice (PCP) is applied in the same way for all people or for a particular group of people but this has the effect of putting people sharing a protected characteristic at a particular disadvantage. It is immaterial that there is no intent to disadvantage those with a particular protected characteristic in this way. What does matter is whether the action does, or would, disadvantage such people compared with others who do not share that characteristic.

'Disadvantage' is not defined in the Act but may be understood to mean that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion.

Indirect discrimination will occur if all the following four conditions are met:

1. the provision, criterion or practice is applied (or would be applied) equally to all, including a person with a protected characteristic
2. the provision, criterion or practice puts (or would put) those sharing a protected characteristic at a particular disadvantage compared to others who do not share that characteristic
3. the provision, criterion or practice puts (or would put) the actual person (who is claiming to have been discriminated against) at a disadvantage
4. it cannot be shown that the provision, criterion or practice is justified as a 'proportionate means of achieving a legitimate aim'.

Positive Action

Those with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions that enable schools to take positive action to tackle the particular disadvantage, different needs or disproportionately low participation of, for example, a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils.

Such action could include targeted provision of resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (or applicants).

Proportionate means of achieving a legitimate aim

To be legitimate, the aim of the provision, criterion or practice must be legal and non discriminatory and must represent a real objective consideration.

In the context of school education, examples of legitimate aims might include:

- maintaining academic and other standards
- ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim. Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into consideration as part of the school's justification, if there are other good reasons for adopting the chosen practice.

Provision, criterion or practice (PCP)

These are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit to the school or in preparing for a school trip)
- the way that education, or access to any related benefit, service or facility, is offered or provided
- one-off decisions

- proposals or directions to do something in a particular way.

They may be written out formally or they may just have evolved over time as the school has gradually worked out the best way of achieving what it wanted to do.

Reasonable Adjustments

The reasonable adjustment duty requires steps to be taken to avoid disadvantage where a provision, criterion or practice puts disabled people at a substantial disadvantage. In relation to pupils this duty is owed to existing pupils, applicants and, in limited circumstances, to disabled former pupils in respect of the following areas:

- deciding who is admitted as a pupil
- the provision of education
- access to any related benefit, service or facility.

For employees, and potential employees, the duty to make reasonable adjustments aims to make sure that, as far as is reasonable, a disabled worker has the same access to everything that is involved in carrying out (and keeping) a job as a non-disabled person.

Schools cannot justify a failure to make a reasonable adjustment: where the duty arises: the issue will be whether or not an adjustment is 'reasonable' and this is an objective question for a tribunal (in the last resort) to ultimately determine.