



Rosh Pinah Primary School

Equality Policy

Updated: September 2026

Date for Review: September 2027

Statement of Commitment

All Schools and academies are required to publish information to show how they are complying with the objectives under the Equality Act 2010 (general and specific duties). This policy and guidance document detail Rosh Pinah Primary School's approach and commitment to equality and provides information on how the school is complying with its general and specific equality duties. As part of its commitment to equality, this policy also provides guidance on the types of behaviour which are unlawful under the Act.

The policy places a strong focus on actively promoting equality and diversity, tackling bullying and discrimination, narrowing any gaps in achievement between different groups of children and learners and actively promoting British values. This policy will inform the School Development Plan and will enable the school to demonstrate how promoting equality and eliminating discrimination can help to raise standards. Equality and diversity are part of the school's core business.

Vision and Values

- At Rosh Pinah Primary School, we are committed to providing a fully accessible environment which values and includes, all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and champion a culture of awareness, tolerance and inclusion
- The religious ethos of our school results in a strong focus of respect, tolerance and in helping others in school and the wider community. We encourage social awareness and co-operation and developing personal moral values, shared values and respect for all cultures, religions and ways of life
- We are committed to seeking ways to promote disability, race and gender equality and eliminate discrimination and barriers to access and participation. In order to prepare pupils for life in a culturally diverse society we seek to promote opportunities for participation in the community outside the school, so that pupils can interact with people from different backgrounds and build positive relations
- We offer a broad, balanced and appropriate curriculum that provides equal opportunity for all students to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community
- We will ensure that equality of opportunity and recognition of diversity is promoted and that pupils respect others and are well prepared to contribute to wider society and life in modern Britain. The fundamental British values are democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs
- The school takes bullying and prejudice motivated incidents seriously and any such conduct and behaviour will be carefully monitored and dealt with fairly and firmly
- The school will strive to ensure that all pupils, members of staff and school governors feel a sense of belonging within the school and within the wider school community and that they feel respected and are able to participate fully in school and in public life. The school intends that its policies and procedures should benefit society as a whole both locally and nationally, by fostering greater social cohesion and by promoting greater participation in public life
- The school will take all reasonable steps to ensure that pupils, members of staff, governors and members of the wider school community are aware of and conduct themselves in accordance with the key principles.

Legal Framework

This policy is based upon:

- Equality Act 2010
- Public Sector Equality Duty
- Human Rights Act 1998
- Children Act 1989 and 2004
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2026)
- Relationships, Sex and Health Education Statutory Guidance (effective September 2026)
- SEND Code of Practice
- Education Act 2002
- Education Act 2011

The Equality Act 2010

The Act provides a single, consolidated source of discrimination law, replacing all the previous anti-discrimination laws. The Act defines types of **unlawful behaviour** in relation to persons with **protected characteristics**. The Act applies to all schools and academies including maintained and non-maintained special schools.

As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to pupils, schools must not discriminate, harass or victimise a pupil or potential pupil in relation to admissions, in the way education is provided, in the way pupils are provided with access to any benefit, facility or service and by excluding a pupil or subjecting them to any other detriment.

Types of unlawful behaviour under the Act are: -

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

The protected characteristics under the Act are:

- Age
- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation,
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

The Act also introduced a single **Public Sector Equality Duty** (sometimes also referred to as the '**general duty**'). The general duty applies to public bodies, including all schools and academies. The general duty is supplemented by separate **specific equality duties** which require schools to publish information to show how they are complying with their general duty and to prepare and publish equality objectives.

The general duty applies to all protected characteristics and requires schools, when carrying out their functions, to have **due regard** for the need to: -

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it
- Foster good relations across all characteristics.

The Equality Act 2010 (Specific Duties) Regulations 2011 introduced new **specific equality duties** to help public authorities meet their obligations under the general duty. These specific duties apply to all schools. In order to comply with their specific duties, schools are required to:-

- publish information to demonstrate how they are complying with their general duty
- prepare and publish equality objectives.

What the school is doing to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.

- The school will make reasonable adjustments to the school environment and make activities as accessible and welcoming as possible for pupils, staff and visitors to the school
- By planning ahead, the school will ensure where reasonably possible that all pupils are able to take part in all the activities in school including extra-curricular activities and any residential visits. The school will monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic
- The school takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day to day life of the school
- Equality considerations are considered in all school policies
- Bullying and prejudice related incidents are carefully monitored and dealt with effectively
- The school will ensure that all appointment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities. The school will ensure that job applicants are not asked health related questions in accordance with the Act and the school's Equality Policy unless they are related to an intrinsic function of the work they do. The school will ensure that reasonable adjustments are made to the interview/recruitment process as necessary
- The school will consider any possible indirect discriminatory effects of its practices when considering requests for contractual variations. Requests will only be refused if there are good business reasons unrelated to any protected characteristics in accordance with the school's Flexible Working Requests Policy and Procedure
- The school is committed to ensuring pupils understand that they belong to a society and a world that is diverse and multi-cultural. The school will regularly consider and review the way in which its teaching and the curriculum helps promote an awareness of the rights of individuals and helps pupils understand and value difference and diversity and to challenge prejudice and stereo-typing. The school will actively promote equality, diversity and fundamental British values through the curriculum and by creating an environment which demands respect for all.

What the school is doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

- The school has procedures, working in partnership with parents and carers, to identify children who have a disability through admissions meetings

- The school will act to close any gaps in progress or achievement for example, for those making slow progress in acquiring age appropriate literacy and number skills
- The school will collect, analyse and use data in relation to attendance and exclusions of different groups
- The school will encourage pupils with particular characteristics to participate fully in school activities for example by encouraging both boys and girls and pupils from different ethnic backgrounds to be involved in the full range of school clubs and societies
- The school has disabled parking space, access to the school building and disabled toilets
- The school is fully aware of the dietary requirements of pupils with allergy
- The school will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less attaining". The school will use a range of teaching strategies that ensures it meets the needs of all children
- The school will provide support to children at risk of underachieving; the school is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- The school will take positive action which is proportionate to address the disadvantage faced by particular groups of children and staff members with particular protected characteristics, such as targeted support.

What the school is doing to foster good relations across all protected characteristics

- The school will prepare children 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 children
- The school teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum
- The school will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping
- The school promotes a whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour
- The school includes the contribution of different cultures to world history that promote positive images of people
- The school promotes positive messages about equality and diversity through displays, school assemblies, visitors and whole school events
- The school includes equality matters in the Newsletters to parents and carers
- The school will review relevant feedback from the annual parents' questionnaires and from parents' evening, parent-school forums, from issues raised in annual reviews or reviews of progress on EHCP/personalised provision maps, mentoring and support
- The school will secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the children and groups of children, from the school council, PSHE lessons, and whole school surveys on children's attitudes to self and school.

What the school is doing to demonstrate equality in curriculum

The school curriculum will:

- Represent diverse communities positively
- Challenge prejudice and stereotypes
- Promote mutual respect
- Develop critical thinking

- Teach pupils about protected characteristics in an age-appropriate manner
- Prepare pupils for life in modern Britain.

From September 2026, RSHE curriculum will reflect the revised statutory guidance, including stronger emphasis on respectful relationships, online safety, misogyny, violence against women and girls, and teaching the law accurately while ensuring content remains age-appropriate.

The standard procedures and processes of our school – disability

The school welcomes the statutory duties of the Disability Discrimination Act (2005) detailed below:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to meet disabled people's needs which may require more additional support

The school readily accepts its responsibility to implement these duties for any disabled individual by making reasonable adjustments in its provision where it is practical to do so.

Definition of Disability

The school subscribes to the broader definition of disability contained in the DDA (2005). This includes all students with statements and members of the school community with serious medical conditions.

'A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.' (DDA, Part 1, Paragraph 1.1)

A disabled person will be substantially affected by their disability for at least 12 months in one or more of the following ways:

- Memory or ability to learn, concentrate or understand
- Speech, hearing or eyesight
- Mobility
- Physical Co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Perception of risk or physical danger

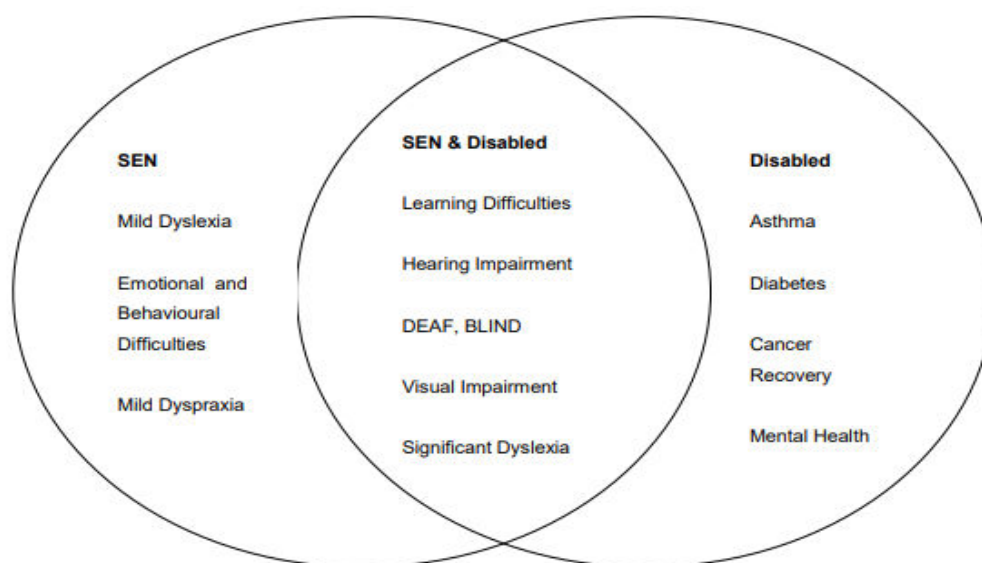
The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still

demonstrate a long-term and substantial adverse effect on his or her ability to carry out normal day-to-day activities

- The school's SEN and medical register will be used to identify students who meet the broadened criteria of disability whilst personnel records will provide the same information about staff
- Questionnaires will be used to gather information from the governing and parental body.

Suggested Overlap of SEN and DDA disability definition for young people



The standard procedures and processes of our school – gender

At Rosh Pinah Primary School we are committed to ensuring that access to employment, promotion and development opportunities do not unfairly discriminate against men or women. We aim to:

- Ensure that our recruitment and selection procedures are fair
- Create supportive working practices which recognise and value the contributions we all make to the life of the school
- Recognise the need to balance the demands of working life with the demands of a personal life

We also are committed as a school to ensuring that our curriculum and school practices promote the following:

- Establish good relations between boys and girls
- Challenge gender stereotypes
- Promote positive images of boys, girls, men and women
- Provide equality of opportunity for both boys and girls

The standard procedures and processes of our school – race

We aim to:

- To make school a safe and welcoming place for all its members
- To instil in pupils a positive awareness of the value of all pupils

- To establish within the school an atmosphere of respect, which reduces prejudices and raises self-esteem
- To provide an environment in which racist assumptions are constantly challenged
- To provide a curriculum which encourages the valuing of cultural diversity and prevents racism, in order to reflect better the needs of a diverse society and which emphasises the positive aspects of all cultures
- To give children the knowledge that racism can and must be eradicated
- To teach children that they have a responsibility, as citizens of our society, to eradicate racism.

Recruitment and training

- All members of school staff who are involved in recruitment will receive appropriate training on equality issues. Decisions concerning staff recruitment will be based on merit apart from in necessary or exceptional circumstances and where exceptions under the Act apply
- In accordance with provisions in the Act, the school will not enquire about the health of an applicant for a job until after a job offer has been made (unless the questions are related to an intrinsic function of the work for the job). Any necessary health questions will be asked after a job offer has been made and, in all cases, any health-related questions will be targeted, necessary and relevant to the job applied for
- The school is committed to ensuring that all members of staff and the school's Governing Body undergo training and development in relation to their duties under the Act and in relation to this policy.

Monitoring and Review

- The school will evaluate the success of the school's equality work using quantitative and qualitative data and by the extent to which the school achieves improved outcomes for different groups
- An analysis of equality data will inform discussions about the school's equality objectives and the school will regularly monitor whether and how the school is meeting its objectives
- The school will monitor and will regularly review all policies, procedures and practices to ensure compliance with the Act and will assess whether any changes need to be made.

Availability of equality information

- The school will take all reasonable steps to ensure that the whole school community knows about the school's commitment to equality and is aware of the school's equality objectives. This will be done via school communications including the school newsletter, assemblies, staff meetings, school council meetings and via the school's website

This policy is available: -

- On the school website
- As a paper copy from the school office
- As part of the school's induction process for new staff
- As part of equality training for existing staff.

Dealing with breaches

- Equality is a matter which is high on the school's strategic agenda. The school takes breaches of the Act and of this policy seriously. The school is committed to ensuring all reasonable steps are taken to stop individuals from taking any form of discriminatory action or from engaging in any form of discriminatory or other unlawful behaviour as detailed in the Act

- The school will ensure that any complaints and evidence of a failure to comply with the Act or this policy are promptly and thoroughly investigated and are dealt with as determined by the Head teacher (or Governing Body as appropriate) in accordance with the relevant school policy/procedure
- Where appropriate, discriminatory acts will be dealt with as misconduct under the school's disciplinary procedure. In addition to being an employment issue, sexual harassment may also amount to a criminal offence and may lead to police involvement. Harassment may also be an offence under the Protection from Harassment Act 1997 (which is not limited to circumstances where the harassment relates to a protected characteristic). Serious acts of discriminatory behaviour, including acts of harassment, could amount to gross misconduct and could lead to dismissal without notice.

Roles and Responsibilities

All members of staff are responsible for:

- Being aware of their responsibilities under the act and this policy and recognising that they have a role and responsibility in their day to day work to promote equality, inclusion and good community relations
- Keeping up to date with equality legislation relevant to their work
- highlighting any training or development they require to carry out their responsibilities under the Act or this policy and attending any related training or learning opportunities;
- Promoting equality of opportunity and good relations and not discriminating on any grounds
- Fostering good relations between groups with protected characteristics and those without protected characteristics
- Dealing fairly and professionally with any bullying and discriminatory incidents
- Being able to recognise and challenge prejudice, bias, discrimination, stereotyping and any inappropriate language or behaviour
- Promoting an inclusive and collaborative ethos in their lessons and being role models for equal opportunities through their words and actions.

The Head teacher (with support from the Senior Leadership Team) has responsibility for:

- Making sure this policy and any related policies and procedures are implemented in school
- Appointing a designated member of the SLT (Acting Deputy Head Teacher) to assume day to day responsibility for coordinating the implementation of this policy and for monitoring outcomes
- Ensuring the school's equality objectives are published and actively pursued
- Monitoring how and whether the school's equality objectives are being met
- Producing information for pupils, staff and governors about the school's equality objectives and how they are working
- Ensuring reasonable adjustments are made in relation to disability, with regard to pupils, staff, parents, carers and visitors to the school
- Ensuring that the school follows its Disability Accessibility Plan
- Making sure that this policy (and any other policies through which the school addresses equality matters) are published and are readily available to governors, staff, pupils, parents, carers and the wider school community
- Making sure all members of staff are aware of their responsibilities under the Act and receive appropriate training and any support in carrying these out
- Ensuring that appropriate action (including disciplinary action) is taken in cases of discrimination, harassment and victimisation including cases involving bullying and/or harassment related to any of the protected characteristics

- Ensuring that members of staff and pupils are aware of the procedure for reporting and following up bullying and prejudice-related incidents
- Promoting British values.

The Governing Body is responsible for:

- Ensuring that all governors are aware of their responsibilities under equality legislation
- Having due regard to the school's general equality duty when making decisions
- Ensuring that this policy is implemented by the Head teacher
- Nominating a Governor to be given specific responsibility for monitoring equality issues
- Ensuring that all the school policies promote equality and keeping aspects of the school's commitment to equality under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment
- Ensuring that the school's equality objectives are published, actively pursued and reviewed at intervals of no more than 4 years
- Ensuring that equality information is published on an annual basis
- Monitoring the achievement of equality objectives
- Promoting British values.

Visitors (including parents, carers and contractors) are expected to:

- Support the school's approach and commitment to equality and to comply with the provisions of this policy
- Refrain from engaging in any behaviour which is unlawful under the Act whilst on school premises.

Equality Objectives

At Rosh Pinah Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

- **Objective 1:** To monitor and analyse pupil achievement by gender, SEN needs, disability and socio-economic background and to act on any trends or patterns in the data that may indicate the need for additional support for individuals or groups of pupils in order to narrow the gap in core subjects between groups of pupils
- **Objective 2:** To review levels of parental and pupil engagement in learning and school life, across all activities including extra-curricular opportunities, to ensure equity and fairness in access and engagement
- **Objective 3:** To increase the extent to which all pupils, in particular disadvantaged pupils, feel valued and confident by reducing prejudice and increase understanding of equality through direct teaching across the curriculum and as a consequence raise attainment
- **Objective 4:** To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.