

# **Vaughan Primary School**



## **Equalities Policy and Plan**

**Date of Policy:** Spring 2026  
**Next Review:** Spring 2027

## **1. Mission statement**

At Vaughan Primary 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 race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored to ensure that no group of pupils is disadvantaged within school. Where we find that groups of pupils are not making expected progress, we will develop strategies and interventions to tackle this. At Vaughan Primary School we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Vaughan Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

### **Teaching and learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by different groups and action any gaps;
- Include adaptive teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;

- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour and Exclusions policies. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Vaughan Primary School.

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. However we will ensure wherever possible that the staffing of the school reflects the diversity of our community.

#### **Employer duties**

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

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

#### **Actions to ensure this commitment is met include:**

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

### **4. Equality and the law**

## **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](#).

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

In England and Wales the Act applies to all maintained and independent schools, including Academies, and maintained and non-maintained special schools.

### **What is Equality?**

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality.

In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty).

This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are:

- age
- gender
- race
- disability
- religion or belief
- sexual orientation

- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity

The equality duty has two main parts: the 'general equality duty' and 'specific duties'.

The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics.

**This duty has three elements.**

In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

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

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out.

**These are:**

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish measurable equality objectives.

School has to update the published information at least annually and to publish objectives at least once every four years.

The action plan at the end of this policy outlines the actions Vaughan Primary School will take to meet its general duties.

## **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires, parents' evening, SEND parents' forum, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings/INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised in Annual Reviews or reviews of progress in SEND Support meetings, mentoring and support;
- Feedback at Governing Body meetings

## **6. Roles and Responsibilities**

### **The role of Governors**

The Governors will ensure that the school complies with all relevant equalities legislation.

The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs and we will ensure that no pupils, staff, parents, carers or any other person through their contact with the school receives less favourable treatment on any grounds. This includes the protected characteristics identified within the Equality Act 2010, i.e. gender, race, disability, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity, those undergoing or those who have undergone gender reassignment and age.

The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on any grounds. This includes those with the protected characteristics identified within the Equality Act 2010.

### **The role of the Head Teacher (or senior leader responsible for Equalities)**

It is the Head Teacher's role to implement the school's Equality Plan and is supported by the Governing Body in doing so.

It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The Head Teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, with due seriousness.

### **The role of all staff: teaching and non-teaching**

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability and other protected characteristics and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism and homophobia or other potentially discriminatory incidences and will record any serious incidents, drawing them to the attention of the Head Teacher.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

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

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Is information collected on race, disability, gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?

How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability, gender and sexual orientation?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability, gender and sexual orientation and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the Governing Body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability, gender and sexual orientation?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability, gender and sexual orientation?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

## **7. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or 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 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)

**In fulfilling this aspect of the duty, the school will:**

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **8. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation or other protected characteristics is unacceptable and is not tolerated within the school environment.

All staff is expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher/Head Teacher where necessary. All incidents are reported to the Head Teacher and racist and homophobic or transphobic incidents are reported to the Governing Body on a termly basis.

## **9. 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, acceptance, celebration of differences, friendship and understanding 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 a range of literature which covers a range of themes such as diversity, being different and different families.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, organising speakers from organisations/charities who support those with SEND and disabilities, 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 groups.

**10. 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 ensures that we have actively considered our equality duties and asked ourselves relevant questions. This is considered at the same time as the risk assessment is created when planning school trips and activities by the member of staff organising the activity.

**Definition of Discrimination According to The Equality Act 2010**

The Equality Act 2010 explicitly states that 'it is against the law to treat any person unfairly or less favourably than someone else because of a personal characteristic.'

### **Types of discriminatory incident**

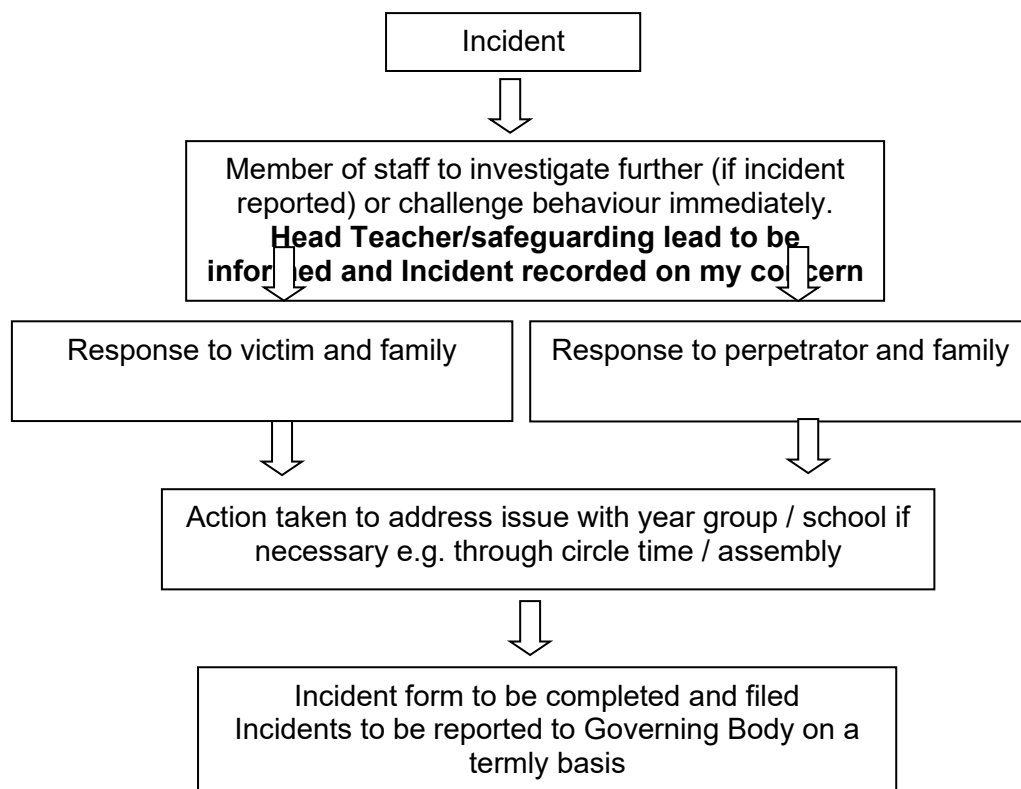
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

**Procedure for responding and reporting is outlined below:**



## **11. Review of progress and impact**

The Plan has been agreed by our Governing Body. There is a rolling programme for reviewing school policies and their impact. In line with legislative requirements, progress will be reviewed against the Equality Plan annually and review the entire plan and accompanying action plan on a four-year cycle. The last review of the action plan was 2024. This will be reviewed in 2027.

Regular assessments of pupils' learning take place and this information is used to track pupil progress. As part of this process, achievement by different groups, is monitored, to ensure that all groups of pupils are making the best possible progress, and appropriate action is taken to address any gaps.

## **12. Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

## **13. Monitoring arrangements**

The Head Teacher will update the equality information we publish at least every year.

This document will be approved by the Governing Body.

## **14. Links with other policies**

### **This document links to the following policies and guidelines:**

- Keeping Children Safe in Education
- Accessibility plan and policy
- SEND policy
- Behaviour policy
- Exclusion policy
- Safer Recruitment policy
- Relationships and Sexual Health policy
- Spiritual, Moral, Social and Cultural Development policy

## **10. ACTION PLAN**

Please see separate document



## **Protected Characteristics (Equality Act 2010)**

### **Definitions**

#### **Age**

A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group.

#### **Disability**

A person has a disability if a person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Examples include: hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being disabled (e.g. diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

#### **Race**

The term race includes: colour, ethnic origin, nationality, national origin and citizenship as well as race.

#### **Religion or Belief**

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

#### **Gender**

The term gender includes: boys, girls, men, women, non-binary and transgender/transsexual people. Sexual orientation is a distinct protected characteristic (the terms non-binary and transgender refers to a range of people who do not feel comfortable with their birth gender).

Sex refers to biological status as male or female. It includes physical attributes such as: sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

### **Sexual Orientation**

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Heterosexism is any prejudice and discrimination against individuals and groups who are: lesbian, gay, bisexual or transgender (LGBT) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesbophobia and biphobia are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGBT people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

### **Gender re-assignment**

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a

process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

### **Marriage and civil partnership**

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognized as civil partnerships. Civil partners must not be treated less favourably than married couples.

### **Pregnancy and Maternity**

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.