
Springfield Primary School



School Policy

Equality and Diversity Policy

Adopted

March 2026

Date for Review

January 2029

1. Policy statement and purpose

Springfield Primary School is committed to providing a safe, inclusive, and ambitious learning environment where every pupil and adult is respected, valued, and able to thrive. We will eliminate unlawful discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not, in line with our duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED).

The Public Sector Equality Duty 2011 has three aims under the general duty for schools, academies and settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This policy sets out how we embed equality, diversity and inclusion across our curriculum, culture, policies, and day-to-day practice so that pupils are well prepared for life in modern Britain and for learning within a diverse community.

2. Legal framework

We will comply with relevant legislation and statutory/non-statutory guidance, including:

- Equality Act 2010 (including nine protected characteristics and provisions on disability/reasonable adjustments).
- Public Sector Equality Duty (PSED): due regard to (a) eliminate discrimination, harassment and victimisation; (b) advance equality of opportunity; (c) foster good relations; plus the specific duties to publish equality information and set equality objectives.
- SEND Code of Practice (0–25 years) and Children and Families Act 2014 responsibilities.
- Accessibility planning (Equality Act 2010, Schedule 10).
- Keeping Children Safe in Education (current edition) and Working Together to Safeguard Children.
- Prevent duty (Counter-Terrorism and Security Act 2015; updated guidance for education settings).

3. Scope

This policy applies to pupils, staff, governors, volunteers, visitors and contractors. It covers education and all school activities, including admissions, curriculum, teaching and learning, support, behaviour, pastoral systems, school trips, extra-curricular activities, information and communications, recruitment and employment.

4. Definitions

Protected characteristics (Equality Act 2010): age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Prejudice-based incident: any incident perceived to be motivated by prejudice toward a protected characteristic.

Reasonable adjustments: steps to avoid substantial disadvantage for disabled pupils/staff, including auxiliary aids/services, anticipatory planning and accessibility.

5. Our commitments

We will:

- 1) Eliminate discrimination and harassment by ensuring policies and practices do not disadvantage groups and by responding robustly to prejudice-based incidents.
- 2) Advance equality of opportunity by identifying and addressing gaps in outcomes/participation, removing barriers, and making reasonable adjustments.
- 3) Foster good relations through a curriculum and school culture that promotes respect, understanding and positive interaction across differences.
- 4) Publish equality information annually and set measurable equality objectives at least every four years; report progress to governors and on the school website.
- 5) Teach pupils about the protected characteristics and respectful relationships in an age-appropriate way through RSHE/PSE, assemblies and across the curriculum.
- 6) Safeguard pupils as required by KCSIE, recognising that discriminatory bullying and harassment are safeguarding concerns.
- 7) Fulfil Prevent duty requirements proportionately, as part of safeguarding, including risk assessment, staff training, and referral routes.

8) Plan for accessibility (curriculum, physical environment, information) and maintain a published Accessibility Plan.

9) Support pupils with SEND in line with the SEND Code of Practice (graduated approach, pupil/parent voice, EHC plans where required).

6. Roles and responsibilities

Governing Body: Ensure compliance with the Equality Act and the PSED; approve and monitor this policy; publish equality objectives

Headteacher: ensure staff training; embed across school improvement; ensure robust responses to prejudice-based incidents and safeguarding concerns., monitoring and reporting;

Designated Safeguarding Lead (DSL): Ensure that discriminatory/prejudice-based behaviour is addressed within safeguarding systems; maintain routes to early help, referrals, Prevent and multi-agency partnerships.

Staff: Uphold the policy; promote inclusive practice; address and record prejudice-based incidents; differentiate and make adjustments; challenge stereotypes; follow behaviour/anti-bullying and safeguarding procedures.

Pupils: Treat others with respect; report concerns; contribute to a positive, inclusive culture through the School Council, class charters and peer support schemes.

7. Inclusive curriculum, teaching and assessment

Curriculum intent and implementation will reflect diverse histories, cultures, family structures and contributions; avoid stereotyping; and include age-appropriate teaching of protected characteristics through RSE/PSHE, RE, English, history and other subjects.

Teaching approaches will be responsive to pupils' backgrounds and experiences, promote high expectations for all, and provide targeted support where needed; staff will use diverse resources and representation.

Assessment and tracking: the school will monitor attainment, progress, attendance, exclusion and participation data to identify patterns affecting pupils with protected characteristics or SEND and act to close gaps.

8. Behaviour, anti-bullying and prejudice-based incidents

We will ensure a whole-school culture, clear expectations, and fair processes.

Bullying (including online) and prejudice-based incidents related to protected characteristics will be recorded, investigated and addressed promptly; support will be provided for victims and appropriate sanctions/education for perpetrators; patterns will be monitored and reported to governors.

Where behaviour raises safeguarding concerns, we will follow KCSIE procedures and, where relevant, Prevent referral routes.

9. Admissions, uniform, school activities and use of facilities

The school will apply policies fairly and proportionately, making reasonable adjustments where required and ensuring that admissions, uniform expectations, facilities and participation in school activities do not discriminate unlawfully. We will consider requests related to religion/belief, disability and other protected characteristics in line with DfE guidance.

10. SEND, reasonable adjustments and accessibility planning

We will use the graduated approach (assess-plan-do-review), involve parents/pupils, and coordinate with external agencies.

We will anticipate and plan for accessibility across three strands, curriculum, physical environment, and information, and publish/maintain a three-year Accessibility Plan.

11. Safeguarding and Prevent

Discriminatory abuse, harassment and exploitation (including online) are safeguarding issues; all staff will follow KCSIE and local procedures.

The school will meet the Prevent duty through risk assessment, staff training, proportionate controls (eg SENSO filtering/monitoring), and established referral pathways.

12. Staff recruitment, development and culture

Recruitment and employment decisions will be made objectively, with due regard to equality law; we will seek to attract diverse applicants and provide reasonable adjustments.

Induction and ongoing professional development including anti-bullying and safeguarding training appropriate to roles.

13. Engagement with parents and the community

We will communicate in accessible formats and consult appropriately to build trust and ensure all families can participate.

14. Data, confidentiality and information governance

Equality monitoring data will be collected lawfully and proportionately, stored securely, and used to identify and address inequalities.

15. Monitoring, evaluation and governance

Termly: SLT monitors (attainment/progress, attendance, behaviour/exclusions, participation, prejudice-based incidents) and reports to the Governing Body.

Inspection readiness: maintain evidence of age-appropriate teaching of protected characteristics and RSE, and compliance with Equality Act duties as set out by Ofsted.

16. Responding to concerns or complaints

Concerns about discrimination, harassment, accessibility implementation can be raised via the school's Complaints Procedure. Where allegations involve safeguarding or potential criminal conduct including hate crime, we will follow statutory guidance and police referral routes as appropriate.

Appendix A Protected characteristics (Equality Act 2010)

Age; disability; gender reassignment; marriage & civil partnership; pregnancy & maternity; race; religion or belief; sex; sexual orientation.

Appendix B Key statutory and guidance references

Equality Act 2010: Advice for Schools (DfE).

EHRC: PSED guidance for schools; technical guidance for schools (updated 2023).

SEND Code of Practice (0–25).

Equality Act 2010, Schedule 10 (Accessibility Plans).

Keeping Children Safe in Education (current edition).

Prevent duty guidance for education settings.

Behaviour in Schools: advice for headteachers and staff.

Ofsted: Inspecting teaching of the protected characteristics and RSHE.