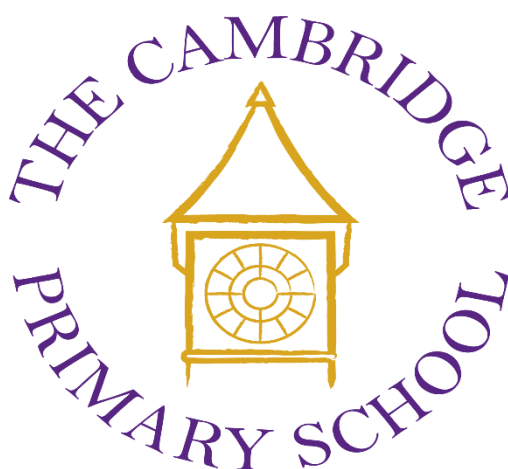


THE CAMBRIDGE PRIMARY SCHOOL

EQUALITY POLICY

2026 - 2028



Date of Approval:	March 2026
Date of Next Review:	March 2028

The Cambridge Primary School

Equality Policy

At The Cambridge Primary School, we encourage each child's sense of individual worth – developing the child's capacity to live as an independent, self-motivated person and realise their potential. As a school, we aim to ensure that:

- All pupils have access to the curriculum
- Teaching, learning and the curriculum promotes equality, community cohesion and celebrates diversity
- Discrimination, harassment or victimisation are eliminated to ensure no one is unfairly disadvantaged due to protected characteristics

The Cambridge Primary School has a commitment to protecting the protected characteristics of staff and pupils. These characteristics are defined as:

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

Equality Impact Assessment

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This equality analysis is conducted annually as part of our policy review process and involves:

- Analysis of pupil achievement data disaggregated by protected characteristics
- Review of behaviour, attendance and exclusion data by protected characteristics
- Assessment of curriculum content and teaching materials for representation and inclusivity
- Review of accessibility and reasonable adjustments in place

Where our analysis identifies any negative impacts or areas for improvement, we act through our equality objectives and relevant action plans.

School Responsibility in Law

Legislation requires schools both avoid discrimination and promote equality for pupils, staff and others using school facilities. As a school, we welcome our duties under the Equality Act 2010. The general duties are 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

Roles and Responsibilities

The Local Advisory Committee is responsible for:

- Ensuring the school complies with all equality legislation and statutory duties
- Monitoring the school's equality objectives and progress towards achieving them
- Reviewing equality data (achievement, behaviour, attendance, exclusions)

- Ensuring this policy and the school's equality objectives are published on the school website
- Ensuring staff recruitment and progression is fair and equitable
- Reviewing this policy annually

The Headteacher is responsible for:

- Implementing this policy and ensuring all staff understand their responsibilities
- Ensuring equality and diversity are embedded in the school's vision, values and day-to-day practice
- Monitoring the impact of school policies and practices on pupils and staff with protected characteristics
- Addressing any discriminatory practice or behaviour promptly and effectively
- Ensuring staff receive appropriate training on equality and diversity
- Reporting to governors on equality matters, including progress towards equality objectives
- Handling complaints related to equality and discrimination

The Senior Leadership Team is responsible for:

- Supporting the Headteacher in implementing this policy
- Ensuring equality is considered in curriculum planning and delivery
- Monitoring achievement, behaviour and attendance data by protected characteristics
- Promoting an inclusive culture across the school
- Ensuring reasonable adjustments are made for pupils, staff and parents/carers with disabilities

All staff are responsible for:

- Treating all pupils, colleagues, parents/carers and visitors with respect and dignity
- Promoting equality and challenging discrimination, harassment or victimisation
- Identifying and removing barriers to learning and participation
- Keeping up to date with equality legislation and best practice through training
- Supporting pupils to understand and celebrate diversity
- Reporting any concerns about discrimination to the Headteacher or senior leader

Pupils are responsible for:

- Treating others with respect and kindness
- Challenging discriminatory language or behaviour (with adult support where needed)
- Celebrating differences and learning about diversity
- Reporting any concerns about discrimination to a trusted adult

Parents and Carers are responsible for:

- Supporting the school's commitment to equality and diversity
- Ensuring their children understand the importance of treating others with respect
- Raising any concerns about discrimination with the school

Complaints Procedure

We take all concerns about discrimination, harassment or victimisation very seriously and will investigate and respond promptly.

How to raise a concern

If anyone in The Cambridge school community experiences or witnesses discrimination, harassment or victimisation they should:

For pupils:

- Talk to their class teacher, a trusted adult in school, or the Headteacher
- Talk to a parent/carer who can raise the concern on your behalf

For parents/carers:

- Contact their child's class teacher in the first instance
- If the concern is serious or they are not satisfied with the response, contact the Headteacher
- They can also contact the Chair of the Local Advisory Committee via the school office

For staff:

- Raise concerns with their line manager or the Headteacher
- If the concern involves your line manager or Headteacher, contact the Chair of the Local Advisory Committee via the school office
- You can also use the whistleblowing procedures (see Whistleblowing Policy)
- Staff may wish to seek advice from their trade union representative

What happens next

When a concern is raised, the school will:

1. **Acknowledge** your concern
2. **Investigate** the matter promptly, sensitively and confidentially, speaking to all relevant parties
3. **Take action** to address the issue, which may include:
 - a. Mediation or restorative conversations
 - b. Disciplinary action (for staff or pupils, following our relevant policies)
 - c. Additional support for those affected
 - d. Changes to policies or practices
4. **Respond** to you with the outcome
5. **Monitor** the situation to ensure the issue is resolved and does not recur

Formal complaints

If members of the community are not satisfied with how their concern has been handled, they can make a formal complaint using our Complaints Policy, which is available on our website.

External support

Advice may be sought from external organisations, including:

- **Equality Advisory and Support Service (EASS):** 0808 800 0082 or www.equalityadvisoryservice.com
- **Equality and Human Rights Commission:** www.equalityhumanrights.com
- **ACAS (for employment matters):** 0300 123 1100 or www.acas.org.uk

Definitions of Discrimination

Under the law, there are different categories of discrimination, with differences in the legal framework surrounding them. These are:

- **Direct Discrimination:** when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.
- **Indirect Discrimination:** occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)
- **Victimisation:** treating a person less favourably because they have acted in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague – is also unlawful.
- **Harassment:** unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.

Guidance on Discrimination:

The school will not discriminate on any grounds against pupils, staff or parents. This will include age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation. The school will seek to apply all policies and procedures with a view to promoting the equality of all.

Promoting Equality

We are committed to promoting:

The uniqueness of the individual- We believe that every person is a unique individual. We are committed to treat every person with equality of esteem, respect and dignity.

The search for excellence- We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person- We offer young people the experience of life in a community founded on our values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

The education of all- We have the duty to care for all and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

Consequently, we will strive to ensure that:

- Any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

- Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- All our structures and policies are evaluated and kept under constant review to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

Leadership and Management

The Cambridge Primary School has prepared this policy as a commitment to work towards racial, cultural and linguistic equality within the school. In addition, equality for all pupils regardless of race, ethnicity or cultural background is an intended aim in all school policies and will be included in those as they become due for renewal within the framework of the School Development Plan. The Local Advisory Committee will consider all applications equally and monitor all recruitment and selection activities.

Curriculum, Teaching & Assessment

We are committed to ensuring that equality, diversity and inclusion are embedded throughout our curriculum and teaching practices.

Curriculum Content

We ensure that:

- **All subjects reflect diversity:** Curriculum content across all subjects includes diverse perspectives, contributions and role models, representing different ethnicities, cultures, religions, genders, abilities, family structures and backgrounds
- **Stereotypes are challenged:** We actively challenge stereotypes and provide positive images of all groups, particularly those who may face discrimination
- **British values are promoted:** We teach pupils about democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs
- **Protected characteristics are taught:** Pupils learn about the protected characteristics and why it is important to treat everyone with respect and dignity
- **Local and global diversity is explored:** We help pupils understand diversity in our local community and the wider world

Teaching Approaches

Our teachers:

- **Value all contributions:** Create a classroom environment where all pupils feel safe to contribute and their views are respected
- **Use diverse resources:** Select books, images, examples and materials that reflect diversity and avoid stereotypes
- **Adapt teaching:** Use a variety of teaching approaches to meet different learning styles and needs
- **Set high expectations:** Have high expectations for all pupils, regardless of background or characteristics
- **Challenge discrimination:** Address discriminatory language or behaviour immediately, using it as a teaching opportunity

- **Promote discussion:** Encourage pupils to discuss differences respectfully and learn from each other

Assessment

We ensure that:

- Assessment methods are fair and accessible to all pupils
- We make reasonable adjustments to assessments for pupils with SEND or disabilities
- We monitor assessment outcomes by protected characteristics to identify and address any gaps
- Teacher assessment is free from unconscious bias

Staff Training

All staff receive regular training on:

- Equality legislation and this policy
- Unconscious bias and challenging stereotypes
- Inclusive teaching practices
- Supporting pupils with protected characteristics
- Recognising and responding to discriminatory behaviour
- Cultural awareness and sensitivity

Training is delivered through:

- Annual whole-staff INSET
- Ongoing CPD sessions
- External training courses where appropriate
- Staff meetings and briefings

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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 based on merit and ability and 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.

Links to other policies

This policy should be read in conjunction with the following school policies:

Safeguarding and child protection:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- Behaviour Policy

Teaching and learning:

- SEND Policy and Information Report
- Accessibility Plan (published separately on our website)
- Curriculum Policy
- Teaching and Learning Policy
- Relationships and Sex Education (RSE) Policy
- Assessment Policy

Admissions and attendance:

- Admissions Policy
- Attendance Policy

Staff policies:

- Safer Recruitment Policy
- Staff Code of Conduct
- Teachers' Pay Policy

All policies are available on our website.

Reasonable Adjustments

The Cambridge Primary School is committed to making reasonable adjustments to minimise disadvantages to pupils, staff and parents/carers with disabilities. A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' is defined as 'more than minor or trivial' and 'long-term' is defined as 'a year or more'.

For Pupils

Where something our school does places a pupil with disabilities at a disadvantage compared to other pupils, we will take reasonable steps to try to avoid that disadvantage. We will provide an auxiliary aid or service for a pupil with a disability when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison with pupils without a disability.

When deciding what adjustments are reasonable, we will consider:

- Our resources and the availability of financial or other assistance
- The extent to which taking any step would be effective in overcoming the substantial disadvantage experienced by a pupil
- The effect of the disability on the individual
- Health and safety requirements
- The interests of other pupils

Examples of reasonable adjustments we may make include:

- Providing additional time for tasks or assessments

- Adapting teaching methods or materials
- Providing specialist equipment or software
- Making changes to the physical environment
- Adjusting timetables or routines
- Providing additional adult support

For Staff

We have a duty as an employer to make reasonable adjustments for members of staff with a health condition or disability that puts them at a disadvantage in the workplace. We will involve the member of staff concerned in the process of working out reasonable adjustments, as they will know best about what support they need.

Examples of reasonable adjustments for staff may include:

- Changing working hours or patterns
- Providing special equipment or software
- Making changes to the physical workspace
- Adjusting duties or responsibilities
- Providing additional training or support

For Parents and Carers

At public events such as parents' evenings, school plays or award ceremonies, the school acts as a service provider for parents/carers. If we find there are barriers to people with disabilities in the way our school does things, we will consider making adjustments, and then make them if they are reasonable.

Examples of reasonable adjustments for parents/carers may include:

- Providing sign language interpreters at parents' evenings
- Ensuring meetings consider sensory needs of neurodivergent parents/carers
- Providing information in alternative formats (large print, audio, etc.)
- Ensuring accessible parking and building access
- Offering flexible meeting times or formats (e.g., telephone or video calls)

How to Request Reasonable Adjustments

If you require a reasonable adjustment, please contact:

- For pupils: The SENCo or class teacher
- For staff: The Headteacher or line manager
- For parents/carers: The school office or Headteacher

We will discuss your needs with you and work together to identify appropriate adjustments. It is unlawful for us to charge a pupil for a reasonable adjustment.

Promotion of Policy

The policy will be actively promoted to the whole school community using assemblies, newsletters and posters. Parents will be made aware of the existence and opportunity to read the policy on the school's website.

Equality Objectives

We are required to publish specific and measurable equality objectives at least every 4 years. Our current equality objectives were set in March 2026 and will be reviewed in March 2030.

Our Equality Objectives (2026-2030)

Objective 1: Close achievement gaps for disadvantaged pupils

- **Target:** Reduce the gap in attainment between disadvantaged pupils and their peers in reading, writing and maths by July 2030
- **Actions:**
 - Targeted intervention programmes for disadvantaged pupils
 - Enhanced staff training on supporting disadvantaged learners
 - Regular pupil progress meetings focusing on vulnerable groups
 - Increased access to enrichment activities for disadvantaged pupils
- **Monitoring:** Termly analysis of assessment data; annual review by governors

Objective 2: Improve accessibility and inclusion for pupils with SEND

- **Target:** Ensure 100% of pupils with SEND have appropriate reasonable adjustments in place and feel fully included in school life by July 2030.
- **Actions:**
 - Annual audit of accessibility across the school environment
 - Enhanced training for all staff on SEND and inclusive teaching practices
 - Regular consultation with pupils with SEND and their families
 - Development of a peer support programme
- **Monitoring:** Termly SEND reviews; annual pupil and parent surveys; governor visits

Objective 3: Foster good relations and celebrate diversity across the school community

- **Target:** Ensure curriculum content and school displays reflect the diversity of our community and British society, with all pupils reporting they feel valued and respected by July 2030.
- **Actions:**
 - Audit and enhance curriculum content to ensure diverse representation
 - Develop a programme of cultural celebrations and diversity events
 - Implement restorative approaches to address discriminatory incidents
 - Establish a pupil equality group to champion diversity
- **Monitoring:** Annual curriculum review; pupil voice surveys; incident logs; governor monitoring visits

Monitoring and Reporting

Progress towards our equality objectives is monitored through:

- Termly data analysis by the senior leadership team
- Termly reports to the Local Advisory Committee

Monitoring

The policy will be monitored and reviewed annually by the Local Advisory Committee and will make use of the regular review of other policies containing statements on equal opportunities. The Local Advisory Committee will also monitor the achievements of pupils from ethnic minorities and disadvantaged groups in the school. Consideration will be given to the impact of the policy on the school community.