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Single Equality policy

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Date of Policy Creation	Aut 2012 (Previously Equal Opp Policy)	Named Responsibility	
Date of review completion	Review 1 st September 2026	Named Responsibility	
Inception of new Policy	3 rd September 2026	Named Responsibility	Gemma Lingham (Acting Head)
Date of Policy Adoption by Governing Body		Delegated to Headteacher Resources Committee: TBC	

High Ercall Primary School - Single Equality Policy – September 2026

1. Purpose and status

High Ercall Primary School is committed to equality, inclusion and respect. We aim to remove barriers, prevent unlawful discrimination and enable every pupil and member of our community to participate, belong and achieve. Diversity is a strength and is reflected in our school values: Respect, Responsible, Resilient, Reflective and Resourceful.

This policy explains how the school meets the Equality Act 2010 and the Public Sector Equality Duty (PSED). It is not a substitute for the school's published annual equality information, equality objectives, Accessibility Plan or other statutory policies; these documents work together.

2. Scope

The policy applies to pupils and prospective pupils, staff and applicants for employment, governors, volunteers, parents and carers, visitors, contractors and organisations using school premises. The precise legal duties differ according to the relationship involved. Employment matters are also governed by the school's recruitment and employment procedures.

3. Protected characteristics

For pupils in the schools provisions of the Equality Act, the relevant protected characteristics are:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race, including colour, nationality and ethnic or national origin;
- religion or belief, including lack of religion or belief;
- sex;
- sexual orientation.

Age and marriage or civil partnership are also protected characteristics under the Equality Act, but they do not apply to pupils under the school education provisions. They remain relevant in employment and other applicable contexts. The school will also consider socio-economic disadvantage, SEND, caring responsibilities and other vulnerabilities where these create barriers, while recognising that these are not additional protected characteristics under the Act.

4. Prohibited conduct

The school will not unlawfully discriminate, harass or victimise a person. This includes direct and indirect discrimination, discrimination arising from disability, failure to make reasonable adjustments, harassment and victimisation. Protection may also apply where a person is perceived to have a characteristic or is associated with someone who has one.

These duties apply, as relevant, to admissions; education and curriculum delivery; access to benefits, facilities and services; school trips and clubs; behaviour and discipline; suspension and exclusion; and any other detriment.

5. Public Sector Equality Duty

When exercising its functions, the governing body and school will have due regard to the need to:

1. eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act;

2. advance equality of opportunity between people who share a relevant protected characteristic and those who do not;
3. foster good relations between people who share a relevant protected characteristic and those who do not.

Advancing equality of opportunity includes considering how to remove or minimise disadvantage, meet different needs and encourage participation where it is disproportionately low. Fostering good relations includes tackling prejudice and promoting understanding.

6. How due regard is embedded in decisions

Equality will be considered before and at the time policies are developed, decisions are made and services are changed, and will be kept under review. Decision makers will:

- identify relevant evidence, including data, incidents, complaints, pupil and parent voice, staff knowledge and external evidence;
- consider likely advantages, disadvantages, barriers and unintended effects for people with protected characteristics;
- consider reasonable adjustments, alternative options, mitigation and positive action where lawful;
- record proportionate evidence of the consideration and reasons for the decision;
- monitor actual impact and revise the decision where evidence shows avoidable disadvantage.

The school cannot delegate responsibility for the PSED to a contractor or external provider.

7. Equality information and objectives

The school will publish information demonstrating compliance with the PSED each year and will update it by 30 March. Information will be proportionate, useful and anonymised. Small numbers will be suppressed or grouped where publication could identify a child or family.

The governing body will agree and publish one or more specific and measurable equality objectives at least every four years. Objectives will be based on the most significant equality issues identified by school evidence, will include success measures and will be reviewed at least annually.

8. Teaching, curriculum and wider opportunities

- Use inclusive teaching approaches and high expectations for every pupil.
- Monitor access, participation, achievement, attendance and behaviour outcomes to identify material disparities and respond appropriately.
- Use resources and examples that avoid stereotypes and reflect diverse people, families, cultures, faiths, disabilities and contributions.
- Teach pupils to recognise and challenge racism, sexism, homophobia, biphobia, ableism, faith-based prejudice and other discriminatory behaviour.
- Ensure trips, clubs, leadership roles, performances, sport and enrichment are accessible, with reasonable adjustments where required.
- Engage parents and carers and provide accessible communication formats where reasonably required.

9. Disability, accessibility and reasonable adjustments

A person is disabled under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. "Substantial" means more than minor or trivial. "Long-term" generally means that the

effect has lasted, or is likely to last, at least 12 months or for the rest of the person's life. Some conditions are treated as disabilities from diagnosis under the Act.

The school also values the social model of disability: barriers in environments, systems and attitudes can disable people and should be identified and removed.

The reasonable-adjustment duty is anticipatory and continuing. The school will consider in advance what disabled pupils generally may need and will consider the individual needs of a known disabled pupil. The duty applies whether or not a pupil has SEN support or an EHC plan. Reasonable adjustments may concern policies and practices or auxiliary aids and services. Physical access is addressed through the statutory Accessibility Plan.

When deciding what is reasonable, the school will consult the pupil and parents where appropriate, consider effectiveness, practicability, resources, health and safety, the interests of others and relevant professional advice. Decisions and reasons will be recorded. Parents will not be charged for reasonable adjustments.

A request to keep disability information confidential will be considered sensitively. The school will explain any practical effect the request may have on adjustments and will share information only where lawful and necessary.

10. Prejudice-related incidents, bullying and safeguarding

Prejudice-related language, harassment, victimisation and bullying are unacceptable. Staff will challenge them promptly and respond in line with the Behaviour, Anti-Bullying and Child Protection policies. The child affected will be listened to and supported, and the child responsible will receive appropriate accountability, education and support.

Incidents and relevant low-level patterns will be recorded proportionately. Serious, repeated or safeguarding-related concerns will be recorded on CPOMS and referred to the DSL. Leaders will analyse anonymised patterns by type, location, cohort and protected characteristic and use the findings to improve curriculum, supervision, staff training and policy.

11. Children questioning gender

Where a child is questioning their gender, the school will respond sensitively and thoughtfully, safeguard the child from bullying or abuse, involve parents in accordance with KCSIE 2026 and consider any relevant clinical or safeguarding information. Decisions will be individual, lawful, child-centred and recorded. Statutory terms such as sex and gender reassignment will be used accurately in policy and legal decision-making, while staff will communicate respectfully with children and families.

12. Roles and responsibilities

Governing body

- Ensure compliance with the Equality Act and PSED and retain accountability for due regard.
- Approve the policy and specific, measurable equality objectives.
- Receive annual evidence on compliance, progress, significant disparities and actions.
- Ensure equality considerations inform strategy, resources, policies and significant decisions.
- Publish required information and objectives on the school website.

Headteacher and senior leaders

- Implement this policy and promote an inclusive culture.

- Ensure staff understand their responsibilities and receive appropriate training.
- Maintain suitable evidence, records and monitoring arrangements.
- Act on incidents, disparities, complaints and barriers.
- Report progress and risks to governors.

All staff and volunteers

- Treat people fairly and respectfully and model inclusive behaviour.
- Apply policies consistently while making lawful reasonable adjustments.
- Challenge and report discrimination, prejudice, harassment and victimisation.
- Use inclusive resources and language and avoid stereotyping.
- Raise concerns with senior leaders, the DSL or through whistleblowing procedures as appropriate.

Pupils, parents and carers

Pupils, parents and carers are encouraged to contribute their views, report barriers or incidents and work with the school to promote respectful relationships. No one will be victimised for raising a genuine equality concern or supporting another person's complaint.

13. Consultation and engagement

The school will seek proportionate input from pupils, parents and carers, staff, governors and relevant community or professional groups. Engagement will be accessible and will be used to identify issues, shape objectives, assess policies and evaluate outcomes. The school will take care not to rely only on the loudest or most represented voices.

14. Complaints and concerns

Equality concerns should normally be raised promptly with the class teacher, headteacher or governing body, as appropriate, and may be considered under the school's Complaints Policy. Safeguarding concerns must be reported immediately under the Child Protection Policy. Staff concerns may be raised through grievance or whistleblowing procedures. The school will explain external routes where relevant, but internal procedures do not remove a person's legal rights.

15. Monitoring and review

Senior leaders will review implementation throughout the year. Governors will review annual PSED evidence and progress against objectives. The policy will be reviewed annually and sooner where legislation, guidance, school evidence or a significant incident requires change. Equality objectives will be replaced or republished at least every four years.

16. Related documents

- Published annual PSED equality information
- Published equality objectives and action plan
- Accessibility Plan
- SEND Information Report and SEND Policy
- Behaviour and Anti-Bullying Policies
- Child Protection and Safeguarding Policy
- Curriculum and Relationships/Health Education policies
- Admissions arrangements
- Suspension and Permanent Exclusion Policy
- Staff recruitment, grievance and whistleblowing procedures
- Complaints Policy
- Data Protection Policy and privacy notices

Appendix 1

Equality Objectives & Action Plan 2026–27

This action plan supports the Equality Act 2010, the Public Sector Equality Duty, the school's Equality Policy, Accessibility Plan and School Development Plan. It is reviewed termly by the Resources Committee and annually by the Governing Body.

Priority	SMART Objective	Key Actions	Success Criteria (Evidence)	Lead	Governor Monitoring	Review
1. Inclusive Achievement	By July 2027, maintain or reduce attainment gaps for vulnerable groups through termly analysis and targeted intervention.	Analyse attainment each term; review provision maps; evaluate interventions.	Termly data shows expected progress; intervention impact recorded; governors receive reports.	HT/SENCO	Termly Resources Committee	Aut/Spr/Sum
2. Attendance	Reduce persistent absence for vulnerable pupils and improve attendance through early intervention.	Half-termly attendance reviews; attendance plans; family meetings; agency referrals where needed.	Persistent absence reduces from 2025–26 baseline; attendance plans reviewed; governor dashboard.	HT/Attendance Lead/EWO	Half-termly	Half-termly
3. Inclusive Curriculum	Ensure all pupils access the full curriculum and enrichment opportunities.	Adaptive teaching CPD; monitor clubs, trips, residentials and leadership participation.	100% curriculum access; participation gaps identified and addressed.	HT/SENCO	Curriculum Committee	Termly
4. Accessible Environment	Improve accessibility of buildings and learning environments throughout 2026–27.	Accessibility audit; review risk assessments; develop sensory provision as funding permits.	Actions completed; accessibility issues reduced; stakeholder feedback positive.	HT/SENCO/ Business Manager	Resources Committee	Termly
5. Accessible Communication	Ensure information is accessible to all families.	Offer alternative formats; review website accessibility;	Alternative formats available on request;	Business Manager/HT	Annual review	Spring

		plain English communications.	website compliant; positive parent feedback.			
6. Equality, Respect & Belonging	Maintain an inclusive culture where prejudice-related incidents are challenged and learning promoted.	Monitor incidents; assemblies; curriculum themes; staff training.	Incident log analysed termly; pupil surveys indicate children feel safe and included.	DSL/HT	Safeguarding Governors	Termly
7. Governor Assurance	Provide governors with measurable equality information to evaluate impact.	Present equality dashboard each term covering attendance, attainment, behaviour, exclusions, participation and incidents.	Governors challenge and record impact; objectives updated annually.	HT	Full Governing Body	Termly

Key Performance Indicators

- Attendance and persistent absence by vulnerable group reviewed half-termly.
- Attainment and progress analysed termly.
- Participation in clubs, visits and pupil leadership monitored termly.
- Prejudice-related incidents analysed and reported termly.
- Reasonable adjustments reviewed for pupils with SEND and disabilities.
- Annual stakeholder survey informs next year's objectives.

RAG Monitoring

Governors should RAG-rate each objective (Red/Amber/Green) each term, recording evidence, challenge and agreed next steps in committee minutes.