



Aston Rowant C+E Primary School

Equality Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: October 2025

Date of Policy review: October 2026

Head Teacher: Mrs H France

Date: 6th October 2025

Chair of Governors: Mr T Sowerby

Date: 6th October 2025

EQUALITY STATEMENT

Equality does not mean treating everyone the same; it means treating people fairly and with dignity, respecting their rights and supporting them according to their needs so they can thrive.

Our Christian ethos and the *All God's Children* guidance remind us that every child is created in God's image, worthy of dignity, respect, nurture and belonging.

We are committed to:

- creating a fully inclusive school culture;
- challenging discrimination, harassment and prejudice;
- ensuring pupils feel safe, valued, supported and included;
- preventing and tackling homophobic, biphobic and transphobic language and behaviours.

LEGAL DUTIES (EQUALITY ACT 2010)

We welcome our duties to:

- eliminate discrimination;
- advance equality of opportunity;
- foster good relations.

Protected characteristics include:

- age (staff), disability, race, sex, gender reassignment, pregnancy/maternity, religion/belief, sexual orientation, marriage/civil partnership (staff).

To meet our duties we must:

- publish equality information annually;
- publish equality objectives every four years;
- monitor data relating to attendance, attainment, exclusions, prejudice-related incidents and admissions.

HOW WE MEET OUR LEGAL DUTIES

We gather and analyse data to identify inequalities or trends affecting pupils with protected characteristics across:

- attendance;
- attainment;
- exclusions;
- inclusion;
- access to curriculum and enrichment;
- prejudice-related incidents.

DfE requires schools to use data to understand barriers and provide holistic support. Where inequalities are identified, leaders develop equality objectives and implement targeted action.

GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY

Growing together, rooted in God, enjoying fullness of life. (Colossians 2:1-7)

OUR INCLUSIVE ETHOS

All members of our school community are treated with respect and without discrimination. Our Christian belief in the value and dignity of every child underpins our commitment to ensuring:

- every pupil is able to participate fully in school life;
- every pupil feels safe, welcomed and valued;
- diversity is celebrated as part of our school identity.

FIVE EQUALITY OBJECTIVES

“In line with the Equality Act 2010 and our Christian vision of ‘Growing together, rooted in God,’ our Equality Objectives are reviewed annually by leaders and governors and updated at least every four years. Below are our current Equality Objectives.”

1. To reduce gaps in attendance between vulnerable pupils and their peers

To improve attendance for pupils with SEND, disadvantaged pupils, pupils with medical needs and pupils with a social worker so that the attendance gap between these groups and the whole-school average reduces year-on-year.

2. To eliminate prejudice-related incidents and strengthen reporting, analysis and follow-up

To ensure all prejudice-related incidents (including racism, HBT-phobic behaviour and discrimination) are recorded, analysed and acted upon, with year-on-year reduction in incidents and improved pupil perception of safety.

3. To improve outcomes for pupils with SEND through high-quality inclusive practice

To ensure pupils with SEND make strong progress from their starting points by improving access to adaptive teaching, reasonable adjustments, and personalised support.

4. To ensure the curriculum reflects and celebrates diversity

To develop and embed a curriculum that reflects a diverse society—faiths, cultures, families, identities—so that all children feel seen, valued and represented.

5. To improve parental engagement for families at risk of disadvantage

To increase engagement from disadvantaged families and those facing barriers (SEND, EAL, attendance concerns, social workers) by ensuring communication is accessible and support pathways are clear.

Our equality objectives will be:

- published on the school website;
- monitored by SLT and governors;
- reviewed every three years or earlier if necessary

PREVENTING AND RESPONDING TO PREJUDICE-RELATED INCIDENTS

Aston Rowant CofE Primary School is opposed to all forms of prejudice, discrimination and harassment.

We recognise that pupils who experience prejudice may be at increased safeguarding risk or may achieve less well.

To ensure robust practice, we will:

- teach pupils about equality, respect and diversity;
- provide staff training on recognising and responding to prejudice;
- challenge discriminatory language or behaviour immediately;
- record all incidents on MyConcern, ensuring safeguarding oversight;
- report incidents to the Local Authority where required;
- provide support to pupils affected by prejudice or discrimination.

SAFEGUARDING AND EQUALITY

This policy does not stand alone but links directly with safeguarding culture. It is important that attendance, exclusion, behaviour and prejudice data must be understood through a safeguarding lens.

Therefore we:

- recognise that discriminatory behaviour can be a symptom of wider safeguarding need;
- ensure prejudice-based incidents are logged and monitored by the DSL;
- track vulnerable groups (SEND, disadvantaged, EAL, LAC/PLAC, pupils with social workers) across equality indicators;
- use Early Help and multi-agency work where discrimination or inequality signals additional needs;
- ensure reasonable adjustments are made for pupils with disabilities or additional needs.

ROLES AND RESPONSIBILITIES

Governing Body

- promotes and monitors equality across the school;
- ensures compliance with Equality Act 2010;
- scrutinises data and progress towards equality objectives.

Headteacher

- leads the school's equality and inclusion culture;
- ensures staff receive equality and anti-discrimination training;
- ensures all prejudice-related incidents are recorded and analysed;
- promotes key messages to staff, pupils and families.

Senior Leadership Team

- reviews equality-related data regularly;
- ensures all staff implement policy expectations consistently.

Teaching Staff

- design and deliver an inclusive curriculum;
- model respect and positive relationships;
- challenge prejudice;
- record incidents promptly.

Non-Teaching Staff

- contribute to an inclusive and equitable environment;
- support the school's commitment to equality;
- report concerns and incidents.

Parents

- support the school's equality values;
- communicate concerns and work collaboratively with staff.

Pupils

- treat one another with respect;
- uphold the school's values;
- report concerns to trusted adults.

MONITORING AND REVIEW

We will:

- analyse equality-related data termly;
- evaluate the impact of interventions;
- ensure equality work is part of the School Improvement Plan;
- review objectives every three years.

BREACHES OF THE POLICY

Any breach of this policy will be dealt with in line with school disciplinary procedures. Discriminatory behaviour by staff or pupils will not be tolerated and will be addressed immediately.

OUR VALUES

Gratitude • Resilience • Outreach • Wonder • Trust • Harmony

These values shape our inclusive provision and commitment to equality.