



# **The Coppice Primary School**

## **Equality Policy and Statement**

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# 1. Equality Statement

- 1.1 The Coppice Primary School aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudice for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.
- 1.2 At The Coppice we welcome our duties under the Equality Act 2010. We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. The school's general duties, with regards to equality are to:
  - eliminate discrimination, harassment, victimisation and other prohibited conduct
  - advance equality of opportunity between people who share a protected characteristic and people who do not share it
  - foster good relations between people who share a protected characteristic and people who do not share it
- 1.3 The Coppice fully understands the principles of the Equality Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of a protected characteristic.
- 1.4 A protected characteristic under the Equality Act covers the groups listed below:
  - age (excluding pupils),
  - disability
  - race, colour, nationality or ethnicity
  - gender
  - gender reassignment
  - maternity and pregnancy
  - religion or belief,
  - sexual orientation
  - marriage and civil partnership
- 1.5 In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:
  - Publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
  - Prepare and publish equality objectives which we will review every 4 years
  - Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis
- 1.6 In order to do this effectively, we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community. In relation to school provision, The Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions
  - In relation to attendance
  - In the way it provides education for pupils and attainment
  - In the way it provides pupils access to any benefit, facility or service
  - By excluding a pupil or subjecting them to any other detriment.
- 1.7 Our objectives detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any group, we will include work in this area.
- 1.8 We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination.
- 1.9 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- 1.10 In fulfilling our legal obligations, we will:
- Recognise and respect diversity
  - Treat all members of the school community fairly
  - Foster positive attitudes and relationships, and a shared sense of belonging
  - Observe good equalities practice, including staff recruitment, retention and development
  - Aim to reduce and remove existing inequalities and barriers
  - Adopt an inclusive attitude
  - Adopt an inclusive curriculum that is accessible to all
  - Encourage compassion and open-mindedness
- 1.11 We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that they learn to become accepting and inclusive of others. Challenging concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through a thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.
- 1.12 At The Coppice our pupils are taught to be:
- Understanding of others
  - Celebratory of cultural diversity
  - Eager to reach their full potential
  - Inclusive
  - Aware of what constitutes discriminatory behaviour.
- 1.13 The school's employee's will:
- Promote diversity equality
  - Encourage and adopt an inclusive attitude

- Lead by example.

1.14 The school's employees will not:

- Discriminate against any member of the school
- Treat other members of the school unfairly.

1.15 This policy will put in place our school's commitment to eliminating discrimination, unlawful discrimination and victimisation within the school community and workforce as well as increasing understanding and appreciation for diversity.

## 2. Legislation and Guidance

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

2.2 This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- The six Brown principles of 'due regard'
  - awareness – all staff know and understand what the law requires
  - timeliness – implications considered before they are implemented
  - rigour – open-minded and rigorous analysis, including parent/pupil voice
  - non-delegation – the Public Sector Equality Duty (PSED) cannot be delegated
  - continuous – ongoing all academic year
  - record-keeping – keep notes and records of decisions & meetings

2.3 We welcome the opportunity to be transparent and accountable. We aim to make the information accessible, easy to read and easy to find. To this end we fulfil the specific duties of the Act by:

- publishing our equality information
- publishing our equality objectives

2.4 This policy operates in conjunction with the following school policies:

- Accessibility Plan
- Admissions Policy
- Complaints Procedures Policy
- Data Protection Policy

- 2.5 The responsible body for the school is the Board of Trustees.
- 2.6 The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

### 3. Principles and aims

3.1 In fulfilling the legal obligations cited above, we are guided by eight principles:

- **All learners are of equal value** - we see all learners and potential learners, and their parents and carers, as of equal value.
- **We recognise and respect difference** - treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.
- **We foster positive attitudes and relationships, and a shared sense of cohesion and belonging** – we intend that our policies, procedures and activities should promote:
  - positive attitudes towards disabled people, good relations between disabled and non-disabled people
  - participation in public life by disabled people
  - an absence of harassment of disabled people
  - positive interaction, good relations and dialogue between groups and communities different from each other in terms of race, ethnicity, culture, religious affiliation, national origin or national status
  - an absence of prejudice-related bullying and incidents
  - mutual respect and good relations between boys and girls, and women and men,
  - an absence of sexual, homophobic and transphobic harassment
  - respect for the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community
  - positive attitudes and understanding of those women pregnant or during maternity
- **We observe good equalities practice in staff recruitment, retention and development** – we ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.
- **We aim to reduce and remove inequalities and barriers that already exist** – in addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.
- **We consult and involve widely** – people affected by a policy or activity should be consulted and involved in the design of new policies. We consult and involve all sectors of the school community as appropriate.
- **Society as a whole should benefit** – we intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

- **We base our practices on sound evidence** – we maintain and publish quantitative and qualitative information about our progress towards greater equality.

## 4. Roles and responsibilities

4.1 We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
	<ul style="list-style-type: none"> <li>• Ensure the school is complying with the appropriate equality legislation and regulations</li> <li>• Ensure that the equality information and objectives as set out in this statement are published annually and communicated throughout the school and that they are reviewed and updated at least once every four years</li> <li>• Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</li> <li>• Oversee the monitoring of progress towards achieving equality objectives by delegating responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.</li> <li>• Publish data and publishing equality objectives.</li> <li>• Ensure that they and all staff have access to appropriate training and resources</li> <li>• Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans</li> <li>• Ensure that the school's Admissions Policy does not discriminate in any way</li> <li>• Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board</li> <li>• Provide information in appropriate and accessible formats.</li> <li>• Ensure that the necessary disciplinary measures are in place to enforce this policy</li> </ul>
<b>Headteacher</b>	<ul style="list-style-type: none"> <li>• Implement this policy and its procedures</li> <li>• Promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.</li> <li>• Ensure that all school community receives adequate equality and diversity training</li> <li>• Ensure that all staff are aware of their responsibility to record report and respond appropriately to prejudice related incidents</li> <li>• Ensure reasonable adjustments are made where legally required</li> <li>• Deal with any form of discrimination, harassment, victimisation or bullying immediately, taking appropriate action under the school/academy's disciplinary policy and procedure</li> <li>• Monitor the achievement of the objectives and report to the Governing Body</li> <li>• Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.</li> <li>• Actively challenge and take appropriate action in any case of discriminatory practice.</li> <li>• Address any reported incidents of harassment or bullying in line with DfE guidance</li> <li>• Publish an equality page on the school website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing</li> </ul>

	equality of opportunity
<b>Senior Leadership Team</b>	<ul style="list-style-type: none"> <li>• To support the Headteacher in the responsibilities above</li> <li>• Ensure fair treatment and access to services and opportunities</li> <li>• Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.</li> <li>• Complete thorough Equality Impact Assessments at required stages when undergoing a restructure or significant change to a service to ensure a change does not unlawfully discriminate against any group of staff based on their protected characteristic and that any potential negative impact is minimised.</li> <li>• Carry out Data Protection Impact Assessments before implementing a new technology that is likely to result in a high risk to the rights and freedoms of individuals.</li> <li>• Consider the impact of significant decisions on particular groups, for example, when planning a school trip or activity ensuring it is accessible to all pupils irrespective of protected characteristics</li> </ul>
<b>Teaching Staff</b>	<ul style="list-style-type: none"> <li>• Help in delivering the right outcomes for pupils.</li> <li>• Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</li> <li>• Design and deliver an inclusive curriculum.</li> <li>• Be aware of their responsibility to record, report and respond appropriately to prejudice related incidents.</li> <li>• Understand that behaviours that are deemed to be unacceptable and a contravention of the equality policy will be dealt with as a disciplinary matter under the scope of the school disciplinary policy and procedure.</li> </ul>
<b>Support Staff</b>	<ul style="list-style-type: none"> <li>• Support the school and the Governing Body in delivering a fair and equitable service to all stakeholders.</li> <li>• Uphold the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.</li> <li>• Support colleagues within the school community.</li> <li>• Be aware of their responsibility to record, report and respond appropriately to prejudice related incidents.</li> <li>• Understand that behaviours that are deemed to be unacceptable and a contravention of the equality policy will be dealt with as a disciplinary matter under the scope of the school disciplinary policy and procedure.</li> </ul>
<b>Parents / Carers</b>	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these</li> <li>• Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</li> </ul>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Not discriminate or harass any other pupil or staff member.</li> <li>• Actively encourage equality and diversity in the school by contributing their cultural experiences and values.</li> <li>• Report any incidences of bullying or harassment, whether to themselves or to others, to the class teacher or to another member of staff.</li> <li>• Abide by all the school's equality and diversity policies, procedures and codes.</li> </ul>
<b>Local Community Members</b>	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</li> <li>• Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</li> </ul>

## 5. Eliminating discrimination

- 5.1 The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 5.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 5.3 Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- 5.4 New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training
- 5.5 The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 6. Advancing equality of opportunity

- 6.1 As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:
- 6.2 Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 6.3 Taking steps to meet the particular needs of people who have a particular characteristic
- 6.4 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 clubs)
- 6.5 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 data referenced above 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

## 7. Fostering good relations

- 7.1 The school aims to foster good relations between those who share a protected characteristic and those who do not share it by promoting tolerance, friendship and understanding of a range of religions and cultures 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 literature from a range of cultures
- 7.2 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
- 7.3 Working with our local community. This includes inviting leaders of local faith groups to speak

at assemblies, and organising school trips and activities based around the local community

- 7.4 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 and Carers to promote knowledge and understanding of different cultures
- 7.5 Where needed, we will seek to create links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 8. Equality considerations in decision-making

- 8.1 The school ensures it has due regard to equality considerations whenever significant decisions are made.
- 8.2 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
- 8.3 When necessary, the school will keep a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 9. Our Equality Objectives

- 9.1 The Coppice is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

Objective	Actions	Impact
<b>Objective 1: to ensure the school is accessible to all members of our community</b>	See Accessibility Plan	All members of our community have equal levels of accessibility to the school and its curriculum
<b>Objective 2: to ensure the curriculum and associated enhancement opportunities is accessible to all pupils</b>	See Accessibility Plan	Our broad and balanced curriculum with a range of enhancement opportunities is accessible to all pupils
<b>Objective 3: to ensure gaps do not exist between different 'groups' of pupils: boys/girls; disadvantaged; SEND; different ethnicities.</b>	Use data to identify needs/gaps in learning. Hold pupil progress meetings to discuss and create alternative provision. Audit and evaluate provision and monitor through regular learning walks, book trawls and pupil voice.	All pupils will have consistent levels of progress and attainment irrespective of any protected characteristics they hold

	<p>Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all groups</p> <p>Adapt environment and provision / curriculum accordingly with reasonable adjustments.</p>	
<p><b>Objective 4: to further develop an understanding and awareness of people with disabilities and of the wider community in terms of cultural and religious differences (disability, race, religion or belief)</b></p>	<p>Audit and evaluate provision and monitor through regular learning walks, book trawls and pupil voice.</p> <p>Adapt environment and provision / curriculum accordingly.</p> <p>Continue to promote our school and British values.</p> <p>To develop pupil knowledge of equality and diversity by weaving it through our school ethos and practises</p> <p>Raise awareness of issues and promote and celebrate diversity through the curriculum, school assemblies and planned curriculum events.</p> <p>Develop a programme of visits and visitors to support this area of development.</p> <p>Provide opportunities for parents to explore SEND and how the school approach disabilities e.g. parent workshops on autism for parents who do not have children with autism and mental health / well-being support.</p>	<p>All pupils develop an understanding of people with disabilities and of the wider community</p>
<p><b>Objective 5: staff recruitment is fair across all protected characteristics</b></p>	<p>Equal opportunities monitoring is used to review the characteristics who apply for posts to aid the school in reaching all elements of society. However, this monitoring is not used in the selection process.</p>	<p>Staff from across society feel welcome to apply for available posts.</p>

## 10. Addressing Prejudice Related Incidents

- 10.1 This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them when we access support.
- 10.2 Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

## 11. Monitor and Review

- 11.1 The Coppice will review our objectives every four years with reference to any changes in our school profile.
- 11.2 We take seriously the importance of recording the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents.

## 12. Data Protection Statement

- 12.1 The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.
- 12.2 All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Equality School Policy	Guidelines for Equality	To provide clarity	Pupils & Staff	Secure Network drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
√		