

Parkway Primary School

Equality Information and Objectives



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Introduction

This policy reflects the Equality Act 2010 and the Public Sector Equality Duty (PSED). In carrying out its functions, the school will have due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share a relevant protected characteristic and those who do not. The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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.

At Parkway Primary School we recognise our duties to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

This is reflected in our curriculum through the use of texts that include a wide range of cultures, beliefs and lifestyles. Many social issues are also discussed in these texts. Our curriculum is wide and inclusive and includes children discussing theirs and others rights.

We will ensure that, at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally.

We will ensure that we promote community cohesion. Through planned themes we help children to learn to understand others, promote awareness of human rights, to value diversity and promote shared values. This will mostly be found in our Humanities, and PSHE curriculums.

Through our PSHE curriculum we teach our children to understand how politics work in this country. Our House Captains, School Council and Wellbeing Ambassadors have positions of responsibility in school.

We ensure that our parents and carers are fully informed about their children's learning and achievements through reports and 1:1 meetings and we encourage them to be part of parent groups supporting each other and learning about the school.

Principles

In order to fulfil the legal obligations referred to above we are guided by seven principles:

1. All learners are of equal worth

We see all learners as of equal worth:

- whether or not they are disabled
- whatever their race
- whatever their sex and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

2. We recognise and respect difference

Treating people equally does not involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of the differences

of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustment are made (see accessibility plan)
- race
- sex
- gender identity
- religion, faith or background
- sexual orientation

3. We foster positive attitudes and relationships, and a shared sense of belonging

Our policies, procedures and activities promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people
- positive interaction, good relations and dialogue between groups and communities from each other in terms of ethnicity, culture, nationality, national origin, religion, belief or faith background. In RE, pupils study key principles and beliefs from major world faiths as well as reflecting on their own beliefs and moral values. As part of the RSHE curriculum they will learn about different types of friendships, positive attitude towards transgender people, relationships (including LGBTQ) and what it means to belong.
- mutual respect and good relations between sexes
- mutual respect and good relations between pupils, parents and carers regardless of sexual orientation

4. We adhere to good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their race
- whatever their belief or faith background
- whatever their sex and with full respect for legal rights relating to pregnancy and maternity
- whatever their gender identity
- whatever their sexual orientation
- whatever their status with regards to marriage and civil partnership

5. We aim to reduce and remove inequalities and barriers that may already exist

We take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may exist between:

- disabled and non-disabled people (see accessibility plan)
- people of different ethnic, cultural and religious backgrounds. We teach pupils about the principles and beliefs of those of a variety of faiths, as well as acknowledging non-faith backgrounds. This promotes tolerance and understanding between pupils in school and in the wider community.
- sexes
- cisgender and transgender people. Pupils will learn about gender identity through a variety of narrative fiction, appropriate for the age and needs of the pupils.
- heterosexual, lesbian, gay and bisexual people
- older and younger people

6. We consult

We engage with a range of group and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

7. 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 of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and non-religious backgrounds. Our RE curriculum looks at major world faiths, by teaching pupils about their principles and beliefs, as well as acknowledging non-faith backgrounds. This promotes tolerance and understanding between pupils in school and in the wider community. This will equip them to become part of a modern and diverse British culture.
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people. As part of the RSHE curriculum they will learn about different types of friendships, relationships (including LGBTQ) and what it means to belong. This will be taught through a variety of narrative fiction, appropriate for the age and needs of the pupils.
- transgender people as well as cisgender people. Pupils will learn about gender identity through a variety of narrative fiction, appropriate for the age and needs of the pupils.
- older and younger people

Addressing prejudice-related incidents and bullying

(Please refer to the Policy for Dealing with Prejudice-Related Incidents)

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the introduction:

- prejudices around disability and SEN
- racism, including prejudice directed against Travellers, refugees and people seeking asylum
- prejudices against religious groups and communities
- sexism, homophobia, biphobia and transphobia

We keep a record of prejudice-related incidents, including the types of incident and how it was dealt with.

Our Equality Objectives for 2026-2030

Objectives	Actions	Person Responsible	Deadline
Strengthen pupils' understanding of equality, respectful relationships and how to challenge prejudice-related language and bullying.	Use RSHE, assemblies and pupil voice to teach and monitor understanding. Review prejudice-related incidents termly and use findings to plan education and support.	AHT (Pastoral)	July 2027, then annual review

Ensure the curriculum reflects a broad range of cultures, faiths, families, identities and lived experiences.	Audit curriculum texts and resources for representation and identify gaps. Use pupil voice to evaluate whether pupils see diversity represented positively across school life.	AHT (Inclusion)	July 2027, then annual review
Reduce barriers for disabled pupils and visitors and ensure reasonable adjustments are embedded in school practice.	Complete and monitor actions in the Accessibility Plan; review the physical environment, information access and participation in school activities, recording actions and outcomes.	Premises Manager / Inclusion Lead	July 2027, then annual review
Use school information to identify and address any material equality gaps in attendance, participation, behaviour or access to enrichment.	Review relevant school data at least annually, consider protected characteristics where data is sufficient and appropriate, and agree targeted actions where a material disparity is identified.	Senior Leadership Team	July 2027, then annual review

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures are implemented.

The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Inclusion Manager has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom or learning area
- deal with any prejudice –related incidents that may occur
- plan and deliver curricula and lessons that reflect the seven principles
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development.

Review & Implementation Dates

The school will publish information demonstrating compliance with the Public Sector Equality Duty at least annually and will publish one or more specific and measurable equality objectives at least every four years. This document will be reviewed annually as part of the Governor Policy Review cycle so that equality information, progress and actions remain current.

Revision of the above Policy was completed by: Dami Alabi September 2026

Next Review Date: September 2027

Appendix 1: Glossary of Terms

Antisemitism	Antisemitism is a certain perception of Jews, which maybe expressed at hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day-today activities.
Discrimination	This can be direct: When someone is treated worse than another person because: • they have a protected characteristic • someone thinks that have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the Same way for everybody but disadvantages a group of people who share a protected characteristic
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender, this may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Harassment is unwanted offensive behaviour directed at someone because they have a protected characteristic, are perceived to have a protected characteristic or are associated with someone with a protected characteristic.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian or gay people.
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on the skin colour, nationality, ethnic or national origin.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity.
Victimisation	Treating someone badly because they are: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.