



Newburgh
Primary School

Equality, Diversity and Inclusion Policy

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1 INTRODUCTION

Newburgh Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise our obligations under the Equality Act 2010 and are committed to promoting equality and diversity with all those we work with, especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying, harassment and victimisation and will make every effort to comply with the requirements of the Act and its subsequent provisions.

The Act also specifies particular areas of protection, e.g. in employment and within education, and set out general and specific duties which schools must meet. The public sector Equality Duty consists of a general duty and some specific duties that are designed to help organisations meet their general duty.

1. AIMS

Our school aims to meet its obligations under the **Public Sector Equality Duty** by having due regard to the need 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.

2. LEGISLATION & GUIDANCE

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on the Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Definitions

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

For further information on **types of unlawful discrimination** see Appendix 1.

3. WHAT WE ARE DOING TO ELIMINATE DISCRIMINATION, HARRASSMENT AND VICTIMISATION

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher (and the Chair of Governors when appointing a Headteacher) ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion, or training opportunities and selection for redundancy. Selections, where appropriate, will be made on the basis of aptitude, ability and/or merit.

Where appropriate, Newburgh Primary School will endeavour to make all reasonable and effective adjustments during the recruitment and selection process.

Where recruitment and selection is carried out by a third party, on behalf of Newburgh Primary School, we will take all reasonable steps to ensure they adhere to the principles of this policy.

Our Grievance Procedure and policy help to protect those who believe they have been discriminated against, bullied, harassed or victimised.

We 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. We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school. We make a record of each specific equality consideration within each policy.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy, or maternity.

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff members receive training on the Equality Act as part of their induction, and all staff receive refresher training each year as part of their annual safeguarding training. The school has a designated member of staff for monitoring equality issues, and an Equality Link Governor.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8 of this document. Newburgh Primary School does not condone any act of discrimination, bullying, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

BEHAVIOUR, EXCLUSIONS AND ATTENDANCE

The school Behaviour Policy takes full account of the new duties under the Equality Act. We make reasonable, appropriate, and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

ADDRESSING PREJUDICE & PREJUDICE-BASED BULLYING

Our school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs.
- Prejudices around race, religion, or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum.

Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes. There is guidance in the behaviour policy on how prejudice-related incidents should be identified, assessed, recorded, and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types, and seriousness of prejudice-related incidents at our school and how we dealt with them.

4. WHAT WE ARE DOING TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS

We know the needs of our school population very well and collect and analyse data to inform our planning and identify targets to achieve improvements.

- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our parent meetings with the SENDCo.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.
- We produce an analysis of standards reached by different groups at the end of each key stage for staff and Governors.
- We will keep under review our curriculum resources and content to ensure they reflect British values, represent the diversity of British society in full and do not contain outdated and/or stereotypical representations of any protected groups. For example, gendered toys.
- 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 between, for example:
 - disabled and non-disabled people;
 - people of different ethnic, cultural, and religious backgrounds;
 - girls and boys.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We also implement an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and improve the availability of accessible information to disabled pupils and their families.
- We will ensure fair access to benefits, facilities or services including educational trips, work experience and leisure activities.

POSTIVE ACTION

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
- 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 societies).

5. WHAT WE ARE DOING TO FOSTER GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- preparing our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social, and cultural development of our pupils. Teaching about difference and diversity and the impact of stereotyping, prejudice, and discrimination through PSHE and citizenship and across the curriculum;
- using materials and resources that reflect the diversity of the school, population, and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- 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;
- promoting a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour;
- providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
 - We include the contribution of different cultures to world history and that promote positive images of people.
 - We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
 - We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Disability Awareness week, Anti Bullying Week.
- 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;
- 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;
- 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 to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

6. EQUALITY CONSIDERATIONS IN DECISION-MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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.

7. PUBLISHING EQUALITY OBJECTIVES (see Equality Action Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also consider national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We produce Equality data Analysis which inform our discussions about the Equality Objectives.

Our Equality Objectives for 2026-2029

We produce an Equality Action Plan that shows how we will achieve our objectives. (Appendix 2)

8. MONITORING & REVIEWING OBJECTIVES

We review and update our equality objectives every **3** years and report annually to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

9. ROLES & RESPONSIBILITIES

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance, and information to enable them to do this.

The Governing Body

The governing body will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher.

The Equality Link Governor is **Nish Gopal**. They will:

- meet with the designated member of staff for equality yearly, and other relevant staff members, to discuss any issues and how these are being addressed;
- ensure they are familiar with all relevant legislation and the contents of this document;
- attend appropriate equality and diversity training;
- report back to the full Governing Body regarding any issues.

Headteacher and Leadership team:

The Headteacher 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.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act and will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- monitor success in achieving the objectives and report back to governors.

Teaching and Support Staff

All teaching and support staff will:

- ✓ promote an inclusive and collaborative ethos in their classroom;
- ✓ challenge prejudice and discrimination;
- ✓ deal fairly and professionally with any prejudice-related incidents that may occur;
- ✓ plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- ✓ maintain the highest expectations of success for all pupils;
- ✓ support different groups of pupils in their class through adaptive teaching;
- ✓ keep up to date with equalities legislation relevant to their work.

It is important to recognise that an employee is **personally responsible** for their own acts of discrimination, bullying, harassment or victimisation carried out during their employment, whether or not the employer is also liable.

Any attempt to instruct, cause or induce another person to discriminate, bully, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We go through the principal expectations and duties of the Equality Act.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

To the best of our ability, we check that invited speakers and school partners are not involved with discriminatory or extremist groups.

KEY CONTACTS

Staff responsible for equalities: **HT**

Lead governor: **Nish Gopal**

11. EQUAL OPPORTUNITIES FOR 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 on the basis of merit and ability and in 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 practices 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.

12. MONITORING AND REVIEWING THE POLICY

We review the information about equalities in the policy and adjust as appropriate. Our review involves pupils, staff, governors, and parents and carers.

13. DISSEMINATING THE POLICY

This Equality Policy along with the Equality Objectives and data is available:

- on the school website;
- in the staff file;

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

APPENDIX 1

Further information about equality, diversity and inclusion

1. Types of unlawful discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic, and it cannot be shown to be a proportionate means of achieving a legitimate aim. Arguing that it's more expensive not to discriminate is unlikely to be considered a valid justification.

Discrimination arising from disability

The Equality Act also protects an employee from what the law terms 'discrimination arising from disability' – this is where they are treated unfavourably, not because of the disability itself, but because of something linked with their disability.

Harassment occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. It can include behaviour that individuals find offensive even if it's not directed at them, offence was not intended and even if they do not have the relevant protected characteristics themselves.

Bullying is very similar to harassment, but it is not related to a protected characteristic. Bullying doesn't have a legal definition in the Equality Act but will normally be handled in exactly the same way under an organisation’s duty of care.

Victimisation occurs when an individual is subject to a detriment because they have - or are suspected of having - made an allegation, given evidence about or supported any individual (including themselves) who has been subject to any of the above.

A child should not be treated less favourably because of the actions of a family member.

If an individual gives false evidence or makes an allegation in bad faith, then they are not protected from victimisation under the Act.

Appendix 2

Newburgh Primary School is committed to ensuring equality of opportunity throughout the school community. To achieve this, our Equality Objectives for the next 4 years are as follows:

Equality Objective	Key actions	Lead	Timeline	Success measures
Objective 1 To narrow the attainment gap between pupil premium and non-pupil premium.	Termly data reviews Improvements in teaching through good quality CPD on adaptive teaching Pupil premium strategy alignment	PP lead /T and L lead	Spring 2026 onwards	Gap reduces at KS2 SATs to National level and shows a narrowing trend in ISDR.
Objective 2 To improve and accelerate the progress of SEND pupils	Termly data reviews Improvements in teaching through good quality CPD on adaptive teaching Review of provision maps Analysis of targeted interventions	SENDCO	Spring 2026 onwards	All SEND pupils make 3 points progress each year and an increasing percentage make more than 3 points progress.
Objective 3: To improve attendance of pupil premium pupils.	Use of INSIGHT to track attendance. Personalised plans for families with attendance being part of the Early support Pathways. Increased incentives for PP pupils to attend school through monitoring their representation in responsibilities across school.	HT/Attendance lead Pastoral support PP lead	Spring 2026 onwards	To increase PP attendance by 0.5 percentage points Spring 2026 93.7% N 94.8%
Objective 4: To increase the participation of SEND and PP pupils in enrichment activities ensuring that financial barriers are removed.	Tracking participation in enrichment activities. Targeted invites to families. Grants to pay for attendance at clubs, residential and further enrichment. Targeted enrichment opportunities such as working with the artist, Shakespeare ambassadors, and pupil leadership groups to include representatives from SEND, PP and different ethnicities.	SENDCo and PP lead All teachers	Sept 2026 on wards	Ensuring 70% of PP and SEND pupils engage with 1 or more clubs or enrichment opportunities per term.

Objective 5: Improve personal development opportunities and well-being of all groups of pupils	Tracking of CPOMs for behaviour incidents and patterns Development of the Thrive approach to thread through the curriculum. Use of MIND and lifespace to target pupil well-being. Tracking of Thrive	Behaviour and personal development lead	Sept 2026	Parent and pupil survey shows increased well-being Well-being index
Objective 6: To improve workforce inclusive practices and ensure recruitment and panels reflect equalities in best practice.	Review workforce summary annually Recruitment procedures reflect inclusive pedagogy	SBM	Sept 2026	Annual report to Governors on workforce inclusive practices.