



Round Hill Primary School
Equality Policy including Race,
Gender and Disability

Adopted : November 2025

Review : November 2028



Equals Trust
Equality Policy including Race, Gender and Disability

Introduction

Equals Trust is committed to promoting equality, eliminating discrimination and fostering positive relationships across all aspects of school life. This policy sets out our legal duties and the principles that guide our work. It replaces previous equality policies and reflects current legislation and statutory duties.

Legal duties

We recognise our duties under the **Equality Act 2010**, including the **Public Sector Equality Duty (PSED)**, which requires schools and trusts to have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a protected characteristic and those who do not

We also acknowledge our responsibilities under:

- The Equality Act 2010 (Specific Duties) Regulations 2011
- The Education and Inspections Act 2006 (duty to promote community cohesion)
- The Human Rights Act 1998
- UN Convention on the Rights of the Child (UNCRC)
- UN Convention on the Rights of Persons with Disabilities (UNCRPD)

Guiding principles

Principle 1: All learners are of equal value

All pupils, parents, carers, staff and members of the community are of equal value, regardless of any protected characteristic or background.

We are committed to promoting equality and preventing discrimination in relation to all nine protected characteristics:

- Age (staff)
- Disability
- Gender reassignment
- Marriage and civil partnership (staff)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- We ensure that pupils exploring gender identity are treated with dignity and respect in line with the Equality Act 2010.

Principle 2: We recognise and respect diversity

We recognise that equality is not always about treating everyone the same. We make reasonable adjustments and adapt approaches to meet different needs and circumstances. We take into account differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized • gender, so that the different needs and experiences of all sexual orientations are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We promote positive attitudes and relationships between all groups and reject all forms of prejudice-related behaviour.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice related bullying and incidents
- mutual respect and good relations between all genders and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

We ensure fair and inclusive practices in recruitment, employment and progression, and we provide equality-related training where appropriate.

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status • whichever their gender.
- whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

We take active steps to remove barriers and reduce inequalities that may affect pupils, families or staff and may exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- people of different genders.

Principle 6: We consult widely

We engage with pupils, parents, staff, governors and wider stakeholders when developing and reviewing policies when appropriate.

Principle 7: Society as a whole should benefit

We seek to contribute to a cohesive, inclusive and fair society through our work with families and communities.

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 by all.

Action plans

- We recognise that the actions resulting from a policy are what make a difference.
- Every two years we draw up an Equalities Action Plan, setting out the specific actions and projects we shall undertake to implement the principles above.
- We report on progress to the Trust Board and the Local Governing Body

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above.

We ensure that:

- the curriculum reflects diversity and promotes understanding of equality issues
- teaching resources avoid stereotypes and prejudice
- all pupils have access to high-quality provision, including those with SEND or English as an Additional Language
- reasonable adjustments are made to enable meaningful access for disabled pupils

Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- safeguarding, well-being and pastoral care
- behaviour, discipline and suspensions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

We oppose all forms of prejudice and discrimination, including those based on:

- disability or SEND
- race, ethnicity, cultural background, national origin or religion
- sex, sexual orientation or gender identity
- We: record, analyse and act on prejudice-related incidents
- report patterns to governors and the Trust
- follow local authority or Trust reporting procedures, where applicable

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

Roles and responsibilities

Trust Board

Ensures legal compliance and monitors implementation across all schools.

Local Governing Bodies

Ensure that each school complies with the Equality Act and monitors progress against Equality Objectives.

Headteachers

Responsible for day-to-day implementation, ensure staff are aware of their responsibilities, staff training, and addressing incidents of discrimination.

All Staff

Expected to:

- promote an inclusive ethos
- challenge prejudice and stereotyping
- identify and challenge bias and stereotyping in the curriculum
- ensure the curriculum is accessible to all and representative
- keep up to date with equality legislation relevant to their role

Information and resources

- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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, both as individuals and as groups or teams.
- Equality and diversity considerations form part of ongoing professional development.

Breaches of the policy

- Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

We use quantitative and qualitative data to monitor the impact of this policy, including data relating to:

- progress and attainment of different groups
- attendance and exclusions
- behaviour and welfare
- participation in wider school life

Findings inform equality objectives and school improvement planning.