Equality and Diversity Policy and Equality Objectives

College Road Primary School

Approved by:	Sarah Lees (Chair of Governors)	**Date: May 2026**
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1. Aims

College Road Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage or civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation

We recognise that these duties reflect international human right's 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. In developing our policy, we have also taken these into consideration.

Our school aims to promote respect for difference and diversity in accordance with our values. We are a Values based Education School and part of the wider Values based Education philosophy and organisation. As such, our whole approach to our school and wider community is about valuing everybody's differences and celebrating them at every opportunity and within the wider curriculum.

Our mantra is 'everyone is welcome here'.

We focus on a value each month over a 2-year rolling programme through assemblies and in all aspects of the school day.

Our Values are:

Cycle 1		Cycle 2	
September	Courage	September	Friendship
October	Appreciation	October	Equality
November	Kindness	November	Consideration
December	Patience	December	Humility
January	Self-Respect	January	Courtesy
February	Curiosity	February	Honesty
March	Humour	March	Happiness
April	Respect	April	Acceptance
May	Determination	May	Hope
June	Trust	June	Responsibility
July	Freedom	July	Unity

For more information about our Values-based approach, please read our Values Policy.

Alongside our values, sits our **school ethos**:

Learning together to be the best we can be

Opportunities Achievement Creativity

Our children are the heart of our school. We provide a safe, happy environment in which children feel valued, nurtured and encouraged to persevere to reach their full potential and find their place within the world.

Our Vision for our children

We aim to help our children, in partnership with their parents, to:

- Become the best people they can be by living positive human values
- Develop lively, enquiring minds that promote curiosity, creativity and risk-taking in their learning
- Develop a sense of awe and wonder about the world around them
- Embrace and foster their individuality

- Become life-long, resilient learners with high aspirations
- Live respectfully in a culturally diverse world and contribute positively to their community

We will do this by:

- Teaching and instilling positive values to use in school, home and the wider community
- Providing a highly creative, challenging and enriching curriculum that is influenced by the children and results in high standards of achievement
- Providing a happy, safe and stimulating environment where children feel valued and develop a love of learning
- Being a creative, forward-thinking staff who relish challenge and forge partnerships with the wider community that enhance academic and pastoral development

Atmosphere

At College Road Primary School, the leadership of the school community demonstrates mutual respect between all members of the school community

- There is an *openness* of atmosphere and sense of *belonging*, which welcomes everyone to the school, backed up by every pupil and every staff member knowing and understanding our ethos of 'everyone is welcome here' and demonstrating this to visitors.
- All within the school community are prepared to challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- All pupils are encouraged to greet visitors to the school with friendliness and respect and demonstrate our school values in action.
- As a community school, provision is made to cater for the spiritual needs of all the children through the planning of collective worship, classroom-based lessons and activities and externally based activities, and through welcoming visitors from different faiths.
- Pupils are encouraged to challenge stereotypes, especially around the protected characteristics and have curious minds, asking questions to understand diversity.

2. Legislation and 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 Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

3. Roles and responsibilities

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/carers

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff, pupils and parents
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and help deliver training as necessary

All school staff are expected to have regard for this document and to work to achieve the objectives as set out in section 9.

Staff and governors will demonstrate our values and commitment to equality by:

- ensuring acceptable behaviour,
- responding to incidents and complaints in a proactive way,
- providing access to services, facilities and information,
- recruiting and employing people fairly,
- meeting specific needs.

This policy outlines the commitment of the staff, pupils and governors of College Road Primary School to ensure that equality of opportunity is available to all members of the school community.

For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

• Pupils

• Staff

• Parents/carers

• The governing body

• Visitors to school

• Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At College Road Primary School, equality and equity are key principles for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their sex, race,

disability, religion or belief, sexual orientation, age, gender re-assignment or any other recognised area of discrimination including pregnancy and maternity.

4. Eliminating discrimination

The school acknowledges all protected characteristics stated within the Equality Act (2010) and is dedicated to supporting all persons who share a protected characteristic to feel a sense of belonging.

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. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues (headteacher), and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- 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)

In fulfilling this aspect of the duty, the school will:

- Compile attainment data each academic year showing how pupils with different characteristics are performing
- Analyse internal data referenced above to determine strengths and areas for improvement within the SEF and School Improvement Plan, implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

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, cultures, genders and disabilities through different aspects of our curriculum. This includes through our Values-based approach assemblies, teaching in RE, citizenship and personal, social and health (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in Art and Music, pupils will be introduced to art and music from a range of cultures, which is enhanced through music discussed in assemblies, e.g. through watching and listening to musicians with disabilities
- Making pupils aware of our Behaviour and Relationships policy and our anti-bullying policy – children are included in the annual review of the anti-bullying policy.

- Celebrating ‘diversity’ within our choice of key texts for each year group. We work with the Plymouth Library Service to select 6 books per year group (one per term) that address aspects of diversity and equality or feature characters that have a protected characteristic. We want children to see themselves in the literature we share with them in class, and also in the school library where we have consciously added texts that celebrate diversity, or have protagonists or authors who children with protected characteristics can identify with. This also helps all our children normalise and accept diversity and appreciate that everyone’s unique qualities make them special.
- Holding assemblies dealing with relevant issues such as Refugee Week, Neurodiversity Awareness Week and Black History Month. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute through engaging with the Plymouth Centre for Faith and Cultural Diversity (PCFCD). We teach children about inequalities that people have suffered or continue to suffer in order to learn how we can behave better and they, as future adults and leaders, will be able to live their lives as kind, considerate and respectful members of any community.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and inviting speakers from PCFCD, and organising school trips and activities based around the local community.
- 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, especially when reporting on our faith and cultural visitors in assemblies.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. This includes; the Communication Interaction Team, who support our knowledge around Neurodiversity; the Occupational Health team, who support our knowledge around disability; the PCFCD and the Local Authority EMA team, who both support our knowledge around cultural and religious diversity.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a regular basis.

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

The school keeps 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.

8. Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people

- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders, where appropriate, promote and celebrate the contribution of different cultures to the subject matter. For example, the Arts Leader has ensured that there are a range of genders, ages, disabilities and cultures reflected within the artists children learn about.
- Seek to involve all parents in supporting their child's education. The use of Class Dojo with its ability to auto-translate ensures that parents whose English is not their first language feel included and a sense of belonging in the school community. Class Dojo also allows us to share photos and information about assemblies with parents/carers when faith and cultural visitors share their experience with the pupils.
- Provide educational visits and extended learning opportunities that involve all pupil groups. For example, ensuring that a pupil in a wheel chair is able to access the trip equitably with their peers
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school places a very high priority on the provision for special educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work and adaptive practices, for example the use of pastel screens on interactive white boards to support dyslexic learners
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

- Consideration will be given to the physical learning environment – both internal and external, including displays and signage when appropriate

Curriculum

At College Road Primary School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles

Resources and Materials

The provision of good quality resources and materials within College Road Primary School is a high priority These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at College Road Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with verbal guidelines drawn from this policy. We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at College Road Primary School to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to male and female staff at all key stages where possible. We have 4 male members of staff who work across the school.
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Members of the local community are encouraged to join in school activities
- We work in partnership with the Plymouth Centre for Faith and Cultural Diversity to further the knowledge and understanding of our pupils about different faiths and cultures
- We work in partnership with KierBam, a local contractor based in the dockyard, to break down gender stereo-types in the workplace, in this case, within construction.

Roles and Responsibilities – best practice

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The head teacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The head teacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

9. Equality Objectives

As a school, we will publish equality information on our website:

- We must report on at least 1 equality objective once every 4 years – we've chosen May 2030 to be our next deadline for this.

Equality Objective 2026

To ensure that the curriculum, particularly in relation to Physical Education, is adapted to meet the needs of children with disabilities (see definition below). We will know we have succeeded if children with both mobility and non-mobility disabilities are able to fully participate in PE lessons using adaptive strategies.

Why we have chosen this objective: we want to ensure that ALL children are able to access physical education at a level they can manage and feel included in lessons and events such as sports day.

To achieve this objective, we aim to:

- evaluate the existing PE curriculum and its accessibility
- plan how to adapt part or whole lessons, either for specific children or for the whole class
- research and draw on the advice of experts about how to adapt the curriculum
- Train staff on best practice
- Evaluate practice by observing lessons and gathering feedback from students, staff and parents

Definition of **disabilities**:

- ✓ **Physical and Mobility:** Conditions that affect a person's movement, stamina, or coordination (e.g., using a wheelchair, having arthritis, or missing a limb).

- ✓ **Sensory:** Conditions that affect how a person processes information through their senses, such as visual impairments (blindness or partial sight) or hearing impairments (deafness or hard of hearing).
- ✓ **Cognitive and Learning:** Conditions that affect memory, processing, or learning, such as dyslexia, dyspraxia, or learning disabilities.
- ✓ **Neurodivergence:** Natural variations in how the brain functions, which can include conditions on the autism spectrum or ADHD.
- ✓ **Mental Health:** Conditions that affect a person's emotional and psychological well-being, such as severe anxiety, depression, or bipolar disorder.
- ✓ **Long-term Health Conditions:** Ongoing or fluctuating illnesses that may not be immediately visible, such as diabetes, epilepsy, HIV, or chronic fatigue syndrome.

Progress we are making towards this objective (updated annually):

- We have received some staff training in managing the wellbeing of Neurodiverse children across the curriculum (January 2026)
- We have begun to adapt PE lessons to meet the needs of specific children (September 2025-May 2026)

10. Monitoring arrangements

College Road Primary School is an inclusive school, working towards greater equality in the whole school community. We use our curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil their potential. We encourage evaluation and monitoring of our curriculum to ensure that it is striving to adhere to this policy.

We collect and analyse a range of equality information for our pupils:

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be.

The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions, suspensions and truancy
- Racism, disablism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in After School Activities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

College Road Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Information may be collected regarding:

- Applicants for employment
- Staff profiles
- Governing body profiles
- Training events

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and any action planning is the head teacher.

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality including ensuring equitable pay between genders

The headteacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by The Governing Body at least every 4 years.

This policy document will be reviewed by the headteacher annually, to ensure continued compliance with the PSED and evaluate the impact and success of it. Updates to this policy will be made in accordance with the headteacher's evaluation.

This document will be approved by the Governing Body.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Behaviour and Relationships Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Values Policy
- School Improvement Plan