



*'Doing our best to achieve our best'*

Clarendon Primary School, Nursery and Family Centre

## **Equality Policy**

### **Introduction**

The duty to promote equality, as defined within the Equality Act (2010), covers race, disability, age, sex, religion or belief and sexual orientation along with marriage or civil partnership, pregnancy or maternity and gender reassignment. The equality act describes these as 'protected characteristics' and requires all schools, when carrying out their functions, to have due regard to:

- Eliminating discrimination and other prohibited conduct.
- Advancing equality of opportunity between people who share a protected characteristic and those who don't.
- Fostering good relations between people who share a protected characteristic and those who don't.

**This policy aims to demonstrate our commitment to tackling discrimination and promoting equality of opportunity for all irrespective of age, any special educational need or disability, sex, race, religion or belief, sexual orientation or gender reassignment, marriage or civil partnership, pregnancy.**

### **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. (Also see the School's 'Single Equality Scheme' document and our 'Accessibility Plan'.)

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](#).

### **School and Nursery Context**

Clarendon Primary School and Nursery is situated in the centre of Ashford and caters for 210 school aged children aged 4 to 11 and up to 45 Nursery aged children aged 2 to 4, who either attend for 15 or 30 hours a week.

Clarendon Primary School works in close partnership with 4 other local schools in the Spelthorne area to support the ongoing development of provision and practice.

From the latest School Census information (Spring 2026) there were 254 pupils on roll. (Nursery to year 6)

- 50 children were on the SEND Register, of which 12 had an EHC Plan
- 144 were from ethnic minority groups (Nursery to year 6)
- 72 were identified as having English as an additional language (EAL) (Nursery to year 6)
- 69 were receiving pupil premium funding (Nursery to year 6)
- School attendance was 94.2% (Based on statutory school aged children – year 1 to year 6)
- School mobility for academic year 2024-25 was 3.8%

The school serves a mixed socio-economic community; however, in recent years there has been an increase in the number of children who are eligible to Free School Meals.

The School and Nursery work hard to promote an inclusive environment where everyone works together and learns; feels valued and supported; where there are consistently high expectations of all and where everyone feels a genuine sense of achievement, success and belonging.

The school employs a range of additional staff, including a designated welfare assistant and Emotional Literacy Support Assistant (ELSA) to help support the social, emotional, medical and academic needs of all children. We actively promote the equality of opportunity and inclusion of all through the use of a range of classroom strategies and resources, targeted interventions and partnership working with a range of supporting agencies such as the school nurse, the Educational Psychologist, Primary Mental Health Worker, Child and Adolescent Mental Health Service (CAMHS), the Specialist Teachers for Inclusive Practice (STIPS team) and local authority social workers.

Whilst the school is a 1930's two storey building, the ground floor is completely wheelchair accessible.

### **Aims & Values**

In order to promote the highest possible standards permeating every aspect of school life, Clarendon Primary School's aim to provide equality and excellence for all. A belief reinforced in our agreed school motto, 'doing our best to achieve our best', and through 6 school values; perseverance, teamwork, respect, curiosity, honesty and kindness.

#### **As a result, we continuously strive to:**

- Ensure that **everyone** is treated with respect and dignity.
- Ensure equality and equity of education and opportunity for all staff, children and people receiving services from the school.
- Eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.
- Actively promote equity and equality as well as foster positive attitudes and a commitment to educating children on the importance of equality.
- Promote diversity as a strength, which should be respected and celebrated by all those who learn, teach and visit Clarendon.
- Identify and remove barriers experienced by children in any aspect of school life.
- Have high ambitions and expectations of all children, regardless of their individual needs or circumstances.
- Set suitable learning challenges for all children, respond to their diverse needs, overcome potential barriers to learning through ongoing assessment, (of individuals and groups of children) and provide relevant and timely support to ensure everyone is able to achieve, feel valued and develop a sense of self-worth.
- Provide all children with a firm foundation which will enable them to fulfil their potential, regardless of any special educational need or disability, sex, race, disability, religion or belief, sexual orientation or gender reassignment.

#### **This will be done by:**

- Monitoring the achievement of all children and using this data to help raise standards in education.
- Ensuring inclusive teaching remains integral to the day-to-day work of the school.
- Providing a progressive curriculum that promotes and develops the social, emotional, physical, mental and academic achievement of all children.
- Through whole school and classroom-based activities, promote mutual respect and value relating to our similarities and differences. (I.e. valuing and understanding that we are all unique and all have different strengths and qualities, which is what makes the world an interesting and diverse place to live.)
- Treating all those within the school community, (children, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.

- Learning about and promoting our whole school values of perseverance, teamwork, respect, curiosity, honesty and kindness.
- Creating and maintaining a school ethos which promotes equity and equality; respects the rights of all; develops understanding; values difference and challenges myths, stereotypes, misconceptions and prejudices.
- Facing equity and equality issues openly and honestly and supporting all children to reflect on their own behaviour and take responsibility for their own actions; this is supported through the delivery of a consistent behaviour policy.
- Having high and consistent expectations of everyone who works and is involved with the school community.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all and help promote equity across our whole school community.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do

### **Overall Approach to Promoting Equity, Equality, Diversity & Teaching Discrimination**

This equality policy informs other specific policies and action plans that the school produces. These include the School Development Plan, Equality Scheme and our separate Disability Accessibility Plan. It also outlines the roles and responsibilities of everyone who is involved and connected with the school so they know and are clear about what is expected of them. Clarendon believes that promoting equality, facilitating greater equity and raising the achievement of all pupils is the responsibility of the whole school as well as its wider community.

This equality policy is also included in our induction arrangements for all staff new to the school and is shared with volunteers, (alongside our documents such as our safeguarding and behaviour policies) during their initial induction meeting.

### **Roles & Responsibility**

#### **The Governing Body is responsible for:**

- Ensuring the school complies with current equality legislation.
- Ensuring 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
- Ensuring that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Ensuring responsibility for the monitoring the achievement of the objectives, on a daily basis, are delegated to the headteacher.
- Ensuring this policy and its procedures are followed through regular monitoring and review.
- Ensuring they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Ensuring the needs of those identified with protected characteristics are safe-guarded when implementing change.
- Monitoring exclusions.

#### **The Headteacher is responsible for:**

- Promoting knowledge and understanding of the equality objectives among staff and pupils.
- Monitoring the school's success in achieving the objectives and reporting this back to governors.
- Having "due regard" when making decisions or taking actions to whether it may have any particular implications for people with particular protected characteristics.
- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it.
- Making sure its procedures are followed.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Co-ordinating work on promoting equality of opportunity and tackling discrimination.

- Ensuring equal access and appropriate provision is made, to enable the recruitment and retention of staff with “protected characteristics”.
- Taking appropriate action in cases of breaches of the Policy. This includes recording and taking action on all reports of harassment and discrimination.
- Co-ordinating and monitoring work on equality issues.
- Dealing with and monitoring reports of harassment, (including racist and homophobic incidents).
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic / language or traveller communities, disabled pupils etc.) and other specific outcomes.
- Monitoring exclusions.

**All school staff are responsible for:**

- Having due regard to this document and to working to achieve the school’s equality objectives.
- Modelling good practice and following school policies and procedures.
- Dealing with discriminatory incidents and reporting these to the Headteacher.
- Being able to recognise and tackle bias and stereotyping.
- Promoting equality, good race relations and avoiding discrimination against anyone.
- Keeping up to date with the law on discrimination.
- Plan for the inclusion of all children both inside and outside the classroom.
- Plan for the needs of all children, including those identified with protected characteristics (current and future).
- Dealing with and monitoring reports of harassment, (including racist and homophobic incidents).
- Monitoring the progress and attainment of potentially vulnerable groups of pupils in their class. For example, children and young people in care, children from minority ethnic / language or traveller communities, disabled pupils etc.
- Inform the Headteacher if they should be identified as having a disability, as defined by the Disability Discrimination Act (2010)

**Children are responsible for:**

- Helping to promote equality and diversity in school.
- Being involved in developing and following school and class rules that challenge discriminatory behaviour.
- Treating all staff and other children with respect and dignity.
- Reporting all incidents of discrimination, including racist and homophobic incidents, to staff in school.

**Parents/Carers are responsible for:**

- Helping to promote equality and diversity with their children.
- Informing the school of the needs of their child/ren and how they can be met.
- Informing the school of their needs, (access and communication within the school) and how these can be met.
- Discussing issues with their child’s class teacher through the parent / teacher consultations and arranged meetings.
- Treating all members of the school with dignity and respect.
- Reporting all incidents of discrimination / less favourable treatment to a member of school staff.

**Visitors and Contractors are responsible for:**

- Knowing and following our Equality Policy.
- Informing the school of their needs (access and communication within the school) and how they can be met.
- Treating all members of the school community with dignity and respect.
- Reporting all incidents of discrimination/less favourable treatment.

**The responsibility for overseeing Equality Practices lies with the Headteacher, Deputy Headteacher and SENCO as well as the Chair of Governors.**

## Eliminating discrimination

What does the school do to eliminate discrimination?

- The school and staff are aware of their obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Through a **structured PSHE curriculum offer, assemblies, workshops, visits** and other aspects of our school curriculum, equalities will be discussed with and taught to the children, exemplifying the **British** and **school values** that we believe in.
- Encouraging all pupils to take part in all aspects of school life. (This is supported by considering how any potential barriers can be removed or minimised where or when they occur.)
- We understand that it is unlawful to fail to make 'reasonable adjustments' to help overcome barriers to accessing our services as a result of a disability or other protected characteristic.
- Where relevant, school policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Encouraging all members of the school community to report any concern they may have with regards to possible discrimination. (Discrimination in any form is not tolerated by the school.)
- Staff and governors are regularly reminded of their responsibilities under the Equality Act. For example, during meetings.
- New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher training.
- The governing body and school leaders involved in recruitment will **avoid unlawful discrimination in all aspects of employment** including recruitment, promotion, opportunities for training, pay and benefits as well as discipline and the selection of staff for redundancy in the event of this ever being necessary.

## Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by children/adults that are connected to a particular characteristic they have. For example, pupils with disabilities, pupils who are being subjected to specific types of bullying, or children/parents of a particular culture or particular sexual orientation.
- Identifying and taking specific steps to meet the needs of children/adults who have a particular characteristic.
- Encouraging children/adults who have a particular characteristic to participate fully in any school or school community-based activity.

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

- Publish attainment data each academic year. This includes publishing our Pupil Premium strategy on the school website.
- Analyse whole school data for specific groups of learners to determine strengths and areas for improvement; implementing appropriate actions in response to findings.
- Publish in our Single Equality Scheme on our school website, which provides an overview showing ways in which the school is complying with its duty under the Equality Act as well as evidence of our 'equality analysis'.

## Fostering good relations

Clarendon Primary School always aims to foster good relationships 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 and PSHE as well as through various activities undertaken in other curriculum areas. For example, as part of our teaching and learning in English, pupils will be introduced to literature from a range of different cultures.
- Making pupils aware of our behaviour and anti-bullying policies.
- Holding assemblies and discussions in class that explore particular issues relevant to the children and our school community.

- Inviting external speakers into school to speak with the children on particular topics or issues.
- Working with others from our local community. This includes inviting leaders of local faith groups in to speak in assemblies, and organising school trips and activities to places within our local community, e.g. worship places of different faith groups.
- Encouraging all pupils to participate in school-based activities such as after school sports clubs. (Children who are considered disadvantaged, are support to attend as part of our Pupil Premium Strategy.
- Creating a whole school culture where everyone feels welcomed, valued and safe.

### **Equality considerations in decision-making**

Clarendon Primary School ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time of policy development / decision making, and continue to review these on a continuing basis.

Furthermore, the school always considers the possible impact of significant decisions on particular groups for people. 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 whatever their circumstances, including children with disabilities.
- Has equivalent facilities for boys and girls.

### **Specific equality objective currently being developed within the school:**

As a school, we are required to publish equality information for at least 1 equality objective once every 4 years. Development of the following specifically identified objective should be read alongside the school's single equality scheme and the table included within this document entitled '*Ongoing overview of Equality Objectives being focused on by the school*'.

#### **Current focus:**

For this period, we have chosen to publish equality information for the following objective: '*Developing inclusive practice for all members of our school community by promoting nurture and a sense of belonging.*' We have set a deadline of 2 years for this work.

#### **Why we have chosen this objective:**

In recent years the school's demographic has continued to change with the school now supporting children and families from a more diverse social-economic background. As a result, the number of families entitled to pupil premium has increased along with the number of children identified as having a specific SEND need. (**N.B** – Pupils experiencing anxiety related difficulties is an area we have seen a particular increase in.)

#### **To achieve this objective, we plan to:**

- Train all staff in NurtureUK's 6 principles of nurture.
- Develop a group of pupil ambassador representatives from each year group in school to disseminate information about nurture across all classes and to support the development of practice required to achieve the 'NurtureUK's *Nurture in school's*' award.
- Share nurture work updates with the parent community through the school's newsletter.
- Develop our sensory needs support provision through the funding and installation of a 'sensory' pod and 'sensory' classroom.
- Develop our support provision for children with particular needs that potentially act as a barrier to attending / fully accessing school life. For example, developing a 'soft start group' for targeted groups of children as well as our provision for supporting children with emerging social, emotional needs.
- Implement the use of termly SEND parent coffee mornings.
- Further develop our parental communication systems to ensure they are more accessible for families with English as an additional language. For example, parent access to translated school letters and information available on the school website.

#### **Progress we are making towards this objective:**

### **Monitoring, Reviewing & Assessing Impact**

The purpose of monitoring this policy is to help us see what progress we are making towards our equality aims and objectives and identify what we can do to improve our provision further. Whilst a range of information will be used to formally review and republish this policy, its impact will be monitored and reviewed by staff on an ongoing basis to ensure that it:

- Is effective in eliminating discrimination.
- Supports the ongoing improvement in pupil attainment and emotional well-being.
- Promotes access and participation in learning and all aspects of school life.
- Promotes equality and good relations between different groups of learners.
- Does not disadvantage particular sections of the school community.
- Its general equality principles apply to all other school policies.
- Informs the identification of future training needs and future development of whole school practice and provision.

Information used to do this will include:

- Discussions with pupils.
- Analysis of performance data.
- Review of lessons practice through learning walks.
- Review of behaviour, exclusions, racial and other recordable incidents.
- Analysis of pupil, parent and staff questionnaires.
- Review of inclusive practices; the school's curriculum; learning and teaching strategies and the provision provided for pupils with special educational needs and/or disabilities.
- Review and analysis of school and individual pupil attendance.

Any pattern of inequality found as a result of ongoing review and monitoring will be used to inform future planning and decision-making as well as to ensure the school and its policies fully comply with the Equalities Act 2010 and all other equality legislation.

Please note, any incidents of racism, discrimination or homophobic behaviour are separately recorded with a termly report made to governors and the local authority.

### **Breach of the policy**

At Clarendon Primary School we will ensure that all governors, staff, pupils and parents are fully aware of the content of our equality policy as well as their responsibilities under it. Furthermore, governors, staff, pupils and parents will be expected to abide by the principles set out in the document and related policies.

All persons covered by the policy will be aware of their responsibility to report any action that constitutes or could be deemed to constitute a breach of this policy. In the first instance, this should be to the Headteacher or Deputy Headteacher. It will then be for them, in consultation with other relevant professionals, to decide on an appropriate response to take against any breach. This may include one of the following actions:

- Identified actions were in line with the school's behaviour and anti-bullying policy. (No action required.)
- Informal interviews with members of the school's leadership team.
- Formal or informal warnings.
- Home / school meetings / liaison.
- Involvement of the governing body.
- Fixed term or permanent exclusion.

### **Publication**

This Policy will be available to staff, parents and other stakeholders either on request at the school office or via the school website.

### **Policies & documents this policy is directly linked with:**

Whilst the principles of this policy underpin our whole school ethos and delivery of every school policy, it should be read in consultation with the following policies and school documentation:

- Equality Scheme
- Disability Accessibility Plan
- SEND Policy
- Anti-Bullying Policy
- Behaviour Policy
- Sex & Relationship Education Policy
- PSHE Policy
- Teaching and Learning Policy

**Policy Review:**

Date written: Spring term 2026

Review date: Spring term 2027