



Edisford Primary School

*Confidence. Persistence. Getting Along. Organisation. Resilience.*

### Equality Policy

At Edisford Primary School, we are committed to providing all pupils with the best possible education and ensuring equality of opportunity for everyone in our school community, including pupils, staff, parents, governors, and external agencies.

We believe in not just treating everyone the same, but understanding and addressing barriers that could lead to unequal outcomes. Our goal is to celebrate the strengths and achievements of all members, ensuring that every individual feels safe, valued, and respected.

#### Aims:

Eliminate discrimination and ensure fair treatment for all.

Advance equality of opportunity for those who share protected characteristics.

Foster good relations across all groups within our school.

We aim to meet the public sector equality duty by:

- Minimising disadvantages for people with protected characteristics.
- Addressing specific needs of protected groups.
- Encouraging greater participation in school life from underrepresented groups.

The Pupil Equality Charter, which is informed by our school ambassadors, is renewed annually to reflect student views on equality.



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Edisford Pupil Equality Charter

At Edisford, we believe that equality is very important. Equality means that we all have equal rights. At our school, we all have:

- a right to be respected.
- a right to learn.
- a right to be safe.

We work hard to make sure that everyone in our school has these rights.

We believe that:

- Girls should be able to do things that boys can do and boys should be able to do what girls can do.
- Being fair is very important and our school is fair and happy place to learn and play.
- Everybody should treat people the way they would want to be treated themselves.
- We should never judge a book by its cover.
- We should always be able to follow our dreams.
- Following our passions leads to success. We discover new passions at our school and there are always new opportunities.
- We should respect others even though we are not the same.
- We can express ourselves and be ourselves at our school.
- Our teachers give us a fair shot at everything. Every school should be like this.

Every year, we will update this charter and make adjustments if we feel we need to.

*The Edisford Ambassador Team*

*Updated September 2025.*

*Review date September 2026.*

### Our Approach:

At Edisford, we have a welcoming, inclusive atmosphere where all members challenge discriminatory or bullying behaviour. We encourage mutual respect and politeness, both from pupils and adults. Our curriculum reflects diversity, and we regularly monitor it for inclusivity.

### School Context:

Total pupils: 212

Ethnic breakdown: Mainly White British, with smaller numbers of other ethnic groups: 6 pupils Any Other White Background, 1 pupil White and Black Caribbean, 2 pupils White and Black African, 2 pupils White and Asian, 5 pupils Any Other Mixed Background, 7 pupils Asian or Asian British – Pakistani, 2 pupils Any Other Asian Background.

We have 3 pupils with disabilities and 3 pupils in care or under special guardianship.

The school is fully accessible, including disabled access, and provides support for visual and hearing impairments.

### Legislation & Guidance:

Equality Act 2010: Protects people from discrimination and requires schools to comply with public sector equality duties. Schools must publish information on how they are meeting these duties and set equality objectives.

### Roles & Responsibilities:

- The Governing Body ensures equality objectives are published, communicated, and reviewed regularly. Delegates monitoring to the Headteacher.
- The Equality Link Governor oversees equality efforts, attends relevant training, and reports to the governing board.

- The Headteacher promotes equality awareness, monitors progress, and reports to governors.
- All staff are responsible for promoting an inclusive environment, challenging inappropriate behaviour, and supporting students with additional needs.

### Eliminating Discrimination:

Edisford recognises the value of every individual and complies with the Equality Act 2010.

Staff are trained on equality issues, and the Headteacher monitors these matters in collaboration with the equality link governor, Johanna Blackburn.

### Advancing Equality of Opportunity:

We promote equality of opportunity by:

- Minimising disadvantages linked to protected characteristics (e.g., disability or gender).
- Meeting the needs of specific groups (e.g., religious accommodations).
- Encouraging full participation in school life (e.g., joining school clubs).

We regularly publish data on pupil performance and use it to inform actions that promote equality. We also monitor and act on data related to incidents of bullying and ensure that all groups of pupils are making progress.

### Ethos & Atmosphere

At Edisford Primary School, we foster a respectful and inclusive environment where every individual is valued. Discriminatory or bullying behaviour—whether verbal, physical, or offensive—is actively challenged. We encourage all staff and pupils to be polite, civil, and welcoming. Our curriculum celebrates diversity and is regularly reviewed to ensure it promotes equality.

### Positive Relationships

We believe in fostering positive relationships based on care, respect, and kindness. By promoting tolerance and understanding of different religions, cultures, and backgrounds, we build strong, inclusive relationships.

This is reflected through our diverse curriculum, assemblies, and activities, which include:

- Teaching tolerance through RE, PSHE, and other subjects.
- Regularly reinforcing our Five Characteristics for Success: persistence, resilience, getting along, organisation, and confidence.
- Using assemblies to explore equality and respect, and rewarding positive behaviour through our House System.

### School Community

We actively engage with our local community, inviting faith leaders, organising local trips, and working with pupils of various age groups to foster understanding and unity. Through the Ambassadors Program, pupils of all backgrounds take on leadership roles and model respect and tolerance to others. We also ensure that children from disadvantaged backgrounds can participate in extracurricular activities.

### Equality in the Curriculum

Our curriculum ensures all pupils:

- Have equal access to learning, with adjustments made for cultural, linguistic, and individual needs.
- Are encouraged to explore issues related to identity, equality, and diversity.
- Are taught to appreciate their own culture while respecting others' beliefs and backgrounds.
- Participate in activities that challenge discrimination and promote positive attitudes.

We ensure that all pupils, regardless of background, can succeed and progress. The curriculum includes materials reflecting diverse cultural backgrounds and promotes a positive image of all groups, including those with disabilities.

### Learning Environment

We maintain high expectations for all pupils and encourage them to focus on their personal achievements, not compare themselves to others. Our teachers are enthusiastic role models and provide a learning environment that accommodates all pupils, including those with special educational needs. We use varied teaching methods to ensure all pupils can thrive, and the physical environment supports accessibility and inclusivity.

At Edisford, we strive to create an environment where every pupil is given the opportunity to succeed, feel respected, and contribute to a positive, diverse community.

### Resources and Materials

At Edisford Primary, we prioritize high-quality resources that:

- Reflect the diverse society we live in.
- Offer a variety of viewpoints.
- Present positive, non-stereotypical images of all groups, including gender and culture.
- Are accessible to everyone in the school community.

### Language

We emphasise the use of respectful, accurate language that:

- Avoids stereotypes and offense.
- Promotes positive images of all groups.
- Enhances self-esteem and dignity.
- Challenges inappropriate language when necessary.

### Extended Learning Opportunities

We provide equal access to extracurricular activities, ensuring:

- All pupils can participate in school clubs and events.
- Non-staff members, such as volunteers, follow equality guidelines.

### Provision for Bilingual Pupils

We make appropriate provisions for EAL and bilingual students, including:

- Pupils for whom English is an additional language.
- New arrivals, children of the Travelling Community, and advanced bilingual learners.

### Staffing and Development

We aim to provide positive role models and ensure staff:

- Represent a balance of genders across key stages.
- Have equal opportunities for career development.
- Receive training to support diverse pupil needs.
- Are aware of equality issues in their professional development.

### Staff Recruitment

We ensure a fair and non-discriminatory recruitment process by:

- Training those involved in recruitment.
- Reviewing recruitment policies to ensure compliance with equality laws.
- Including equality policies in staff inductions.

### Partnerships with Parents, Carers, and the Community

We encourage active involvement from parents/carers and the local community by:

- Supporting families to help all pupils achieve their potential.
- Creating a diverse stakeholder group to support equality initiatives.

- Promoting local community participation in school activities.

### Commissioning and Procurement

We ensure that the services we procure comply with equality legislation and consider this when tendering.

### Measuring Impact

We will monitor and assess the policy's impact on pupils, staff, and the community, publishing an action plan for review at regular intervals.

### Annual Review of Progress

We will:

- Analyse data on ethnicity, disability, and gender annually.
- Report on efforts to improve access for disabled pupils.
- Publish an annual equality report and update our equality objectives every 4 years.

### Equality Objectives 2025

- Ensure all pupils feel safe, respected, and valued.
- Close the attainment gap for key groups.
- Narrow the gender gap within school.
- Continue consulting with stakeholders and school ambassadors on British Values.
- Ensure the curriculum meets the needs of all learners.
- Stay current with local and national equality initiatives.

### Equality Impact Assessments

We will conduct annual impact assessments to ensure no group is disadvantaged and that all decisions take equality into consideration.

*Updated July 2025.*

*Review date July 2026.*