

**Review Date April 2026**

## Belmont CP School Equality Policy

At Belmont Community Primary School we believe in developing the whole child. We aim to equip children with the knowledge, skills, and attitude necessary to attain high levels of achievement and for all children to be able to make ambitious choices about their future lives.

Belmont Community Primary School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

'Respect' is a key value shared by the Belmont Community and at the heart of our character curriculum 'The Belmont Way'.

### **Equality Statement**

At Belmont, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, sex, disability, belief, sexual orientation, age or socioeconomic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Belmont, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

### **Equality in Teaching and learning**

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches for the whole school population which are inclusive and reflective of our pupils.

### **Equality in Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, sex, religion, belief, disability and/or socio-economic background.

### **Equal Opportunities for Staff**

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.

### **Public Sector Equality Duty (PSED) and other legislation**

As a school we welcome our duties under the Equality Act 2010. The general duties are:

- Eliminating discrimination and other conduct prohibited by the Equality Act 2010
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it
- Fostering good relations across all characteristics – between people who do share a protected characteristic and people who do not share it

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We recognise that these duties reflect international human rights 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 fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

### **Our Vision Statement**

At Belmont Community Primary School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, sex, disability, belief, sexual orientation, age or socioeconomic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We want all children to have the chance to shine.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all. At Belmont School, we believe that diversity is a strength which should be respected and celebrated by all stakeholders.

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system.

We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and may seek support from the Local Authority if deemed necessary.

### **Responsibility**

| <b>School Community</b> | <b>Responsibility</b>   |
|-------------------------|---|
| Governing Body          | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.   |
| Headteacher             | As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents. |
| Senior Leadership Team  | To support the Headteacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.   |
| Teaching Staff          | Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.   |
| Non-Teaching Staff      | Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to  |

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|                         | record, report and respond appropriately to prejudice related incidents.   |
| Parents and Carers      | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils                  | Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated   |
| Local Community Members | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.  |

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

#### **Breaches**

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

#### **Monitor and Review**

Every four years, we will review our Equality objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

### **BELMONT COMMUNITY PRIMARY SCHOOL EQUALITY OBJECTIVES 2023 to 2027**

**Equality Objective 1 – To ensure the school actively promotes and prioritises raising awareness. Appreciation and celebration of diversity including sex, sexuality, race and religion.**

**Why we have chosen this objective:** From an analysis of our school profile alongside the demographics of our local area we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

**To achieve this objective we plan to:** Update our curriculum to include learning about protected characteristics. Have weekly whole school and class assemblies with a focus on a specific protected characteristic. These experiences will allow children the opportunity to explore issues surrounding Equality, Diversity and Inclusion regularly. A reading spine of fiction books will be created with a specific focus on Protected Characteristics to support teachers and pupils in the exploration of key themes to support their development of spiritual, moral, social and cultural understanding. Use the principles of 'The Belmont Way' to help children develop kindness and empathy.

**Intended Outcome:** To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

**Equality Objective 2 – To close the attainment gap between disadvantaged and non-disadvantaged pupils.**

**Why we have chosen this objective:** Our internal data, which is discussed termly at Pupil Progress Meetings, indicates that there are gaps in attainment in several classes between disadvantaged and non-disadvantaged pupils.

**To achieve this objective we plan to:** Effectively utilise funding streams such as Pupil Premium Grant to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies). Implement the strategy through regular monitoring to ensure they have the desired outcomes upon pupils.

**Intended Outcomes:** The gap between the attainment of disadvantaged and all pupils closes.

**Equality Objective 3 – To monitor and analyse pupil achievement by race, sex and disability and act on any trends or patterns in the data that require additional support for pupils.**

**Why we have chosen this objective:** Our internal data, which is discussed termly at Pupil Progress Meetings, indicates an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points.

**To achieve this objective we plan to:** The progress of all groups will be continuously tracked. Appropriate support is targeted where necessary to ensure that all groups make at least good progress. Targeted interventions will be tracked to ensure pupils make progress at the same rate as their peers.


**Intended Outcome:** Data analysis will show equality of attainment/progress for all groups in relation to their starting points.

**Equality Objective 4 – To explore and understand the reasons for the disproportionately higher absentee levels of disadvantaged pupils and begin to improve attendance rates of these pupils.**

**Why we have chosen this objective:** Our school's attendance figures show that disadvantaged pupils on roll have higher absentee levels than that of their peers.

**To achieve this objective we plan to:** Employ a Family Liaison Officer to consult with those in our school community who are impacted by this – particularly make sure that parents/carers are involved and also specialist services. Identify best practice from other local schools with similar issues. Communicate regularly with specific parents/carers around how we can support them further.

**Intended Outcome:** Increase attendance of disadvantaged pupils to that of a similar level to those of non-disadvantaged children.

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| Ratified by governors at their meeting on | 14 <sup>th</sup> May 2025  |
| Signed                                    |  |
| Review Date                               | April 26   |