



## Belmont CP School

# Equality Policy and Equality Objectives 2026-2030

### **1. Statement of Intent**

At Belmont CP School, we are committed to providing an inclusive, safe and respectful environment where every member of the school community is valued and supported to achieve their full potential.

We recognise that equality, diversity and inclusion are fundamental to improving outcomes for pupils and to fulfilling our responsibilities under the Equality Act 2010.

We actively work to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between all groups

We believe that diversity is a strength and should be celebrated across all aspects of school life.

### **2. Legal Framework and Duties**

This policy meets the requirements of the Public Sector Equality Duty (PSED).

We have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between different groups
- foster good relations between those who share protected characteristics and those who do not

Protected characteristics are:

- age
- disability
- race
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership (staff only)

We also recognise our responsibilities under:

- Keeping Children Safe in Education
- Human Rights Act 1998

### **3. Links to Other Policies**

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy and Accessibility Plan
- RSHE Policy

### **4. Roles and Responsibilities**

#### **Governing Body**

- Ensure compliance with equality legislation
- Monitor equality objectives and impact
- Ensure equality information is published

#### **Headteacher**

- Provide strategic leadership on equality
- Ensure implementation across the school
- Report to governors on progress

#### **Senior Leadership Team**

- Monitor data and outcomes for different groups
- Lead on curriculum and provision
- Ensure staff training

#### **Designated Safeguarding Lead (DSL)**

- Manage safeguarding concerns linked to discrimination or prejudice
- Ensure appropriate referrals and actions

#### **Staff**

- Promote inclusive practice
- Challenge discrimination and stereotypes
- Record and report prejudice-related incidents

## **Pupils**

- Treat others with respect
- Report concerns

## **Parents/Carers**

- Work in partnership with the school
  - Support inclusive values
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## **5. Promoting Equality Through Teaching and Learning**

We promote equality by:

- Delivering an inclusive and ambitious curriculum for all pupils
- Ensuring representation and diversity in curriculum materials
- Challenging stereotypes and discriminatory language
- Promoting understanding of protected characteristics
- Supporting pupils' spiritual, moral, social and cultural development
- Preparing pupils for life in modern Britain

## **6. Addressing Prejudice-Related Incidents**

We take all incidents of discrimination seriously.

A prejudice-related incident is any incident perceived to be discriminatory by the victim or any other person.

### **Procedures:**

- All incidents are recorded promptly on CPOMS
- Incidents are investigated by appropriate staff
- Parents/carers are informed where appropriate
- Support is provided to all pupils involved
- Sanctions are applied in line with the Behaviour Policy

### **Monitoring:**

- Incidents are analysed regularly for patterns and trends
- Outcomes inform curriculum, training and interventions
- Reports are shared with senior leaders and governors

Where appropriate, incidents may be treated as a safeguarding concern in line with Keeping Children Safe in Education.

## **7. Monitoring and Impact**

We collect and analyse data to identify inequalities and inform action.

This includes:

- attainment and progress
- attendance
- behaviour and exclusions
- participation in school activities
- prejudice-related incidents

### **Process:**

- Data is reviewed termly by SLT
- Key findings are shared with governors
- Actions are built into the School Improvement Plan

We evaluate the impact of our actions through:

- data analysis
- pupil voice
- staff feedback
- parental engagement

## **8. Supporting Vulnerable Groups**

We recognise that some pupils may face additional barriers, including:

- pupils with SEND
- disadvantaged pupils
- looked-after and previously looked-after children
- pupils with protected characteristics

We provide targeted support to ensure equitable outcomes.

## **9. Accessibility and Communication**

This policy is:

- published on the school website
- available in accessible formats on request
- communicated to staff, pupils and parents

We ensure that equality information and objectives are transparent and regularly updated.

## **Appendix 1:**

### **Equality Objectives (2026–2030)**

#### **Objective 1: Promote understanding and respect for diversity**

**Aim:**

To improve pupils' understanding of protected characteristics and promote respect for diversity.

**Actions:**

- Embed protected characteristics within the curriculum
- Deliver regular assemblies and themed learning
- Develop a diverse reading spine
- Promote pupil discussion and reflection

**Success Criteria:**

- Pupil voice shows increased understanding of diversity
- Curriculum monitoring evidences coverage of protected characteristics
- Reduction in prejudice-related incidents over time

#### **Objective 2: Reduce attainment gaps**

**Aim:**

To reduce attainment gaps between disadvantaged and non-disadvantaged pupils.

**Actions:**

- Targeted use of Pupil Premium funding
- Implementation of evidence-based strategies (for example EEF guide to the Pupil Premium; Early Intervention and Closing the Attainment Gap)
- Regular progress monitoring

**Success Criteria:**

- Measurable narrowing of attainment gaps
- Improved progress for disadvantaged pupils

#### **Objective 3: Improve outcomes for specific groups**

**Aim:**

To monitor and respond to differences in attainment and progress across groups (e.g. race, sex, disability).

**Actions:**

- Termly analysis of pupil data
- Targeted interventions
- Staff training where needed

**Success Criteria:**

- Data shows improved equity in outcomes
- No group significantly underperforming over time

**Objective 4: Improve attendance for disadvantaged pupils****Aim:**

To reduce persistent absence among disadvantaged pupils.

**Actions:**

- Targeted family support coordinated by the Family Liaison Officer
- Early intervention strategies
- Partnership with external agencies


**Success Criteria:**

- Reduction in persistent absence rates
- Improved overall attendance for disadvantaged pupils

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**11. Review and Evaluation**

- Progress towards objectives will be reviewed **annually**
- The full policy will be reviewed every **four years**
- Updates will reflect changes in legislation, guidance and school context

Ratified by governors at their meeting on	06 May 2026
Signed	
Review Date	May 2027