



June | 26

Newbury Park Primary School

Equality Information & Objectives

Date ratified by Governors:	The committee responsible for review: FGM
Date of next review of the policy:	This policy is reviewed: Annually
Signature of Headteacher: <i>L Dawes</i>	Signature of Chair: <i>Frankie Chissim</i>

Safeguarding Statement

At Newbury Park Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Newbury Park Primary School. We recognise our responsibility to safeguard all who access our school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Newbury Park Primary School
Perrymans Farm Road,
Iford Essex,
1G2 7LB

1. Statement of Intent

Newbury Park Primary School is committed to ensuring that equality of opportunity is a fundamental principle that underpins all aspects of school life.

This policy is written in accordance with:

- The Equality Act 2010
- The Public Sector Equality Duty (PSED)
- DfE guidance: *The Equality Act 2010 and Schools (2014)*
- Ofsted Education Inspection Framework (EIF)

Under the Equality Act 2010, we have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between different groups

Protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We also recognise additional vulnerable groups within our school community including:

- Pupils with SEND
- Disadvantaged pupils
- English as an Additional Language (EAL) learners
- Gypsy, Roma and Traveller pupils
- Young carers
- Looked after and previously looked after children
- Pupils with medical needs
- Pupils experiencing social or economic disadvantage

We are committed to ensuring that all pupils, staff, parents/carers, governors, visitors, and stakeholders are treated with dignity and respect.

At NPPS, equality is not treated as a standalone issue but is embedded across all policies, practice, teaching, and leadership decisions.

2. School Context and Commitment

Newbury Park Primary School is a diverse, inclusive four-form entry primary school. We actively celebrate diversity and ensure that all pupils are supported to achieve high standards, regardless of background or starting point.

We aim to:

- Remove barriers to learning and participation
- Close gaps in attainment and progress
- Ensure equitable access to opportunities and enrichment
- Promote inclusion, belonging, and aspiration for all pupils

3. Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure compliance with the Equality Act 2010
- Approve and review this policy annually
- Monitor equality impact across the school
- Ensure equality objectives are embedded in the School Development Plan
- Review data on attainment, exclusions, attendance, and incidents relating to equality
- Appoint an Equality Governor with responsibility for oversight

Headteacher and Senior Leadership Team

The Headteacher and SLT will:

- Provide strategic leadership for equality and inclusion
- Ensure implementation of this policy across all areas of school life
- Monitor pupil outcomes by protected characteristics and vulnerable groups
- Ensure appropriate training is in place for staff
- Address discriminatory behaviour robustly and consistently
- Report impact and progress to governors

All Staff

All staff are responsible for:

- Promoting equality and inclusive practice in daily teaching and interactions
- Challenging discriminatory language and behaviour
- Ensuring fair access to learning and opportunities
- Upholding the school's values of respect and inclusion
- Reporting and recording incidents in line with safeguarding procedures

4. Monitoring and Data Analysis

The school will regularly monitor:

- Attainment and progress by pupil groups
- Attendance and persistent absence
- Exclusions and behaviour incidents
- Bullying and prejudice-based incidents
- Participation in enrichment activities
- Parental engagement

Data will be analysed by protected characteristic and vulnerable group where appropriate and used to:

- Identify gaps in performance
- Inform targeted intervention
- Evaluate the impact of teaching and leadership actions
- Inform School Development Planning

The Governing Body will receive termly reports on equality-related data.

5. Curriculum, Teaching and Learning

We ensure all pupils have access to a broad and balanced curriculum that:

- Reflects diversity in modern Britain and the wider world
- Promotes respect and understanding of different cultures and beliefs
- Challenges stereotypes and discrimination
- Develops pupils' understanding of rights, responsibilities, and equality under UK law
- Supports pupils to develop critical thinking and empathy

Teaching and learning will:

- Use inclusive resources reflecting diverse backgrounds and identities

- Provide appropriate scaffolding for pupils with additional needs
- Promote high expectations for all pupils
- Ensure equitable participation in classroom learning

6. School Environment and Ethos

The school environment will:

- Reflect diversity through displays and resources
- Promote inclusion and belonging for all pupils and staff
- Avoid stereotyping or biased representations
- Ensure accessibility for all members of the school community

Our ethos promotes:

- Respect for all individuals
- High expectations of behaviour and achievement
- Celebration of diversity as a strength of the school community

7. Language and Communication

We expect all members of the school community to use inclusive language that:

- Avoids stereotypes and discrimination
- Promotes respect and dignity
- Uses accurate and respectful terminology
- Supports positive identity development

8. Behaviour, Bullying and Prejudice-Based Incidents

The school has a zero-tolerance approach to:

- Racist behaviour
- Sexist behaviour
- Homophobic, biphobic or transphobic language
- Disability discrimination
- Religious intolerance

All incidents will be:

- Recorded in line with safeguarding procedures

- Investigated and addressed promptly
- Reported to senior leaders and governors
- Used to inform preventative education work

9. Engagement with Parents and Community

We will:

- Actively encourage parental engagement in school life
- Work in partnership with families from all backgrounds
- Celebrate cultural, religious and community events where appropriate
- Ensure communication is accessible and inclusive

10. Staff Recruitment and Development

The school will ensure:

- Recruitment processes are fair, transparent and non-discriminatory
- Equality considerations are embedded in all HR processes
- Staff have access to high-quality CPD on equality and inclusion
- Career development opportunities are open to all staff

11. Equality Objectives

The school will set and review equality objectives annually. These will be:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Current Equality Objectives (example format to update annually):

1. To reduce attainment gaps between disadvantaged pupils and their peers across reading, writing and mathematics.
2. To ensure all pupil groups are equally represented in leadership, enrichment, and pupil voice opportunities.
3. To further reduce prejudice-based incidents through targeted curriculum and pastoral interventions.
4. To improve attendance rates for vulnerable groups, ensuring equitable access to learning.

Progress against objectives will be reviewed annually by governors.

12. Review and Evaluation

This policy will be reviewed annually by the Governing Body. Its impact will be evaluated through:

- Pupil outcomes
- Behaviour and safeguarding data
- Stakeholder feedback
- Ofsted inspection findings (where applicable)
- School self-evaluation processes