

Ferring CE Primary School		
Policy:	Equal Opportunities Policy	
Policy date:	Summer 2026	
Review date:	Summer 2028	
Person responsible	Governing Body	

In accordance with our mission statement, school values and Christian ethos, we pledge to respect the equal human rights of all our pupils and to educate them about equality.

- We will also respect the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality. (The school has a Disability Equality policy.)

Who is responsible?

The governors are responsible for:

- making sure the school complies with the relevant equality legislation, and
- ensuring that the school Equality Scheme and its procedures are followed.

The Head teacher is responsible for:

- making sure the school Equality Scheme and its procedures are followed;
- making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents and reporting such incidents;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

The Headteacher is responsible overall for:

- dealing with reports of hate-incidents (ie. reporting termly to the governing body and to WSCC).

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Protected Characteristics

It is unlawful for a school to discriminate against a pupil, prospective pupil, member of staff or

parent or carer by treating them less favourably because of their:

- Age (not applicable to pupils)
- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marital status.

It is also unlawful to discriminate on the basis of association with anyone who has any of the above

characteristics e.g. parents who are gay men or lesbians.

Special provisions for disability

The law on disability discrimination is different from the rest of the Act in a number of ways. In

particular, it works in only one direction –that is to say, it protects disabled people but not people

who are not disabled. This means that schools are allowed to treat disabled pupils more favourably

than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of

what constitutes discrimination is more complex. Provision for disabled pupils is closely connected

with the provision for children with special educational needs through our SEND policy.

The general duty

The general duty is the overarching legal requirement for schools and means we must consider how

our policies, practices and day-to-day activities impact pupils and staff. Schools are required to have

'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations
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The specific duties

The two specific duties for schools aim to assist us in meeting the general duty. These are:

- To publish information to show how we are complying with the equality duty. This must be updated at least annually
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

In line with our statutory duties we publish annually equalities information, how we are performing in relation to the three aims of the equality duty, and publish and report on equalities objectives.

We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

The Equalities Objectives are also found in appendix 1.

Our equality objective-setting process has involved gathering evidence from a number of data sources. In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this e.g. OFSTED, Local Authority/independent Consultants.

Under our specific duty we will prepare and publish our Equality Objectives which are reviewed

and revised every 4 years. The Equality Objectives outline the actions Ferring CE Primary School will take to meet the general duties detailed under the Act.

Appendix1

How we adhere to the Equality Duty

Advancing equal opportunities and cultivating positive relations

Advocating equality in practical application

In addition to the specific actions outlined in the Equality Objectives, the school actively upholds equal opportunities in its day-to-day operations. Grounded in our vision, we strive to nurture a culture that respects others and acknowledges individual rights. Acknowledging and celebrating both similarities and differences among people is a central component of our PSHE work throughout the school. Our goal is to foster a community where students are well-equipped for life in a diverse society.

Equality and the curriculum

We proactively seek opportunities within and beyond the curriculum to embrace key concepts, including:

Shared humanity: Identifying commonality and shared values underpin our approach to equality, valuing fundamental similarities and universality.

Valuing difference and diversity: Appreciating the richness within our differences and seeking ways to celebrate and better understand them.

Interdependence, interaction, and influence: Recognising that distinct cultures, beliefs, and lifestyles will impact and inform each other as they evolve.

Social cohesion within our school and local community.

Excellence: Inspiring and recognising high personal and collective achievement throughout our community and beyond.

Personal and cultural identity: Providing opportunities to explore and value the complexity of personal and cultural identities.

Fairness and social justice: Developing an understanding of societal inequalities and exploring ways to promote a more equitable society, both individually and collectively.

Learning and achievement

Our aim is to offer all pupils the opportunity to succeed and achieve the highest level of personal accomplishment. To achieve this, we will:

Use contextual data to enhance support for individuals and groups of pupils.

Monitor achievement data by protected characteristics (where possible) and address any gaps.

Consider the achievement of all pupils when planning future learning and setting challenging targets.

Ensure equal access for all pupils, preparing them for life in a diverse society.

Utilise materials reflecting the diversity of the school, population, and local community without stereotyping.

Promote attitudes and values challenging discriminatory behaviour and prejudice.

Provide opportunities for pupils to appreciate their own identity, culture, and celebrate diversity within our school community and beyond.

Engage parents/carers in supporting their child's education.

Encourage discussion of equality issues in classrooms and staffrooms, reflecting on social stereotypes, expectations, and their impact on learning.

Implement teaching approaches suitable for the entire school population, inclusive and reflective of our pupils.

Pastoral Support

Data is used to identify groups of vulnerable pupils, seeking appropriate support within our budget including play therapy, inclusion teaching assistant, referrals to CAMHS, Early Help Plans.

Admissions and exclusions

Our admissions are fair and transparent, avoiding discrimination based on protected characteristics. Exclusions follow the school's Behaviour Policy, closely monitored to prevent adverse impact and address any discrepancies.

Religious observance

Respecting the religious beliefs of staff, pupils, and parents, we comply with reasonable requests related to religious observance and practice.

Hiring out our premises/Before/After School Clubs

We do not permit groups conflicting with our school values/vision and equality policy to run a club.

Equal Opportunities for Staff

We commit to equal opportunities principles in staffing and employment, ensuring appointments and promotions are based on merit and ability, reflecting the diversity of our community.

Employer duties

We fully comply with legislation protecting staff from discrimination, addressing recruitment, terms and conditions, promotions, transfers, dismissals, training, and employment practices. We prioritise workforce diversity and do not inquire about an applicant's health until a job offer is made.

Roles and responsibilities within our school community

Our Headteacher and governing body play key roles in informing, implementing, and overseeing the Equality Policy. Pupils, parents, and school staff are also integral to understanding, supporting, and actively promoting the policy.

Eliminating discrimination, harassment, and victimisation

Tackling discrimination

Discrimination based on protected characteristics is unacceptable within the school. All staff are expected to address discriminatory incidents, identify and challenge prejudice and stereotyping, and support diverse needs.

Responding to and reporting incidents

Discriminatory incidents are defined and categorised, with staff dealing with incidents promptly.

Reporting, recording, and responding mechanisms are in place, addressing the needs of victims, perpetrators, bystanders, and the wider school community. Serious incidents involving crimes are reported to the police.

Contractors

Contract conditions require compliance with relevant legislation and our equality policy, extending to subcontractors.

Consulting and involving our community

We value qualitative information from pupil/learner voices, community feedback, and partnerships to address equality issues both within and outside the school.

By listening to our community and partners, we identify new areas of work, enhance existing approaches, and focus on required areas for improvement. See Equalities Objectives for specific goals.

Appendix 2

Equality Objectives 2023 – 2027

Objective	Target Group	Action	Timescale	Monitoring and evidence
To publish and promote the equality plan and action plan to all stakeholders	All	- All stakeholders will be able to access the equality policy and objectives on the website. - All stakeholders have the opportunity to assess the impact of the planned actions and influence future target setting in relation to this.	By January 2024	
To improve the achievement of children from low income and disadvantaged families	Pupil Premium children	- Detailed information can be found in our PP statement - Plan effective quality first teaching - Music Lessons - Clubs - Enrich curriculum through visits/visitors and experiences	Ongoing	Tracking of data
To improve the achievement of children with SEN	SEN children	- Track children carefully - Plan effective quality first teaching - Staff training into effective teaching of SEN children - Provide interventions/resources - Ensure opportunities for ongoing CPD for staff to support pupils with specific SEN	Ongoing	Tracking of data

To improve the provision for children for whom English is an additional language	EAL children	• Identify barriers to learning • Look at best practice in other schools • Provide resources and appropriate support • Improve resources for these pupils – including access to more bilingual books in the school library	Ongoing	Inclusion meetings Annual reviews
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To promote understanding of and respect for differences	All children	• Anti-Bullying week and associated activities • Assembly themes to promote respect • Develop PSHE curriculum using new resources along with WSCC new scheme – ensure pupils are taught to accept people from groups including gender, race, disability, religion, LGBTQ+ • School reports all racist incidents through the WSCC reporting system	Ongoing	Pupil voice Observation Planning Behavior monitoring Racial incident log/reports to governors
Ensure the building is equipped and accessible for all pupils	Children with disabilities or conditions currently in school & future pupils	• Continue to use advice from outside agencies to improve facilities for pupils with a disability. – Hearing impairments – Sight impairments – health issues *Whilst we do not currently have any wheelchair users any planned building work should consider accessibility needs of potential future pupils.	Ongoing	
To ensure that displays in classrooms and corridors promote diversity in terms of race/ gender/ disability	All	• Undertake a review of the learning environment and put resources in place to address and imbalances identified	Ongoing	
Lessons provide opportunities for all pupils to achieve,	All staff in school	• Lessons are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by HLTAs/TAs	Ongoing	Observations planning
Classrooms are optimally organised for pupils with disabilities.	Class teachers	• Staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment • Font size, visible markers and visual timetables used • Extra time offered to children that need it due to disability • Computer programs on offer as support	Ongoing	Classroom visits

