LADY BANKES
PRIMARY SCHOOL

EQUALITY POLICY
September 2026

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EQUALITY STATEMENT

AIMS AND VALUES

Lady Bankes Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole child within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils regardless of race, disability, gender identity, age, pregnancy and maternity, marital status, family circumstances, religion or belief and sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Lady Bankes Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

At Lady Bankes Primary School we are committed to promoting positive wellbeing and mental health for all of our pupils, staff and the wider school community. We will strive to create a whole school approach. We are committed to creating an environment where the whole community feels safe, valued and respected. This transcends all our policies which aim to support Children and their families and our staff. These include but are not limited to Safeguarding and Child Protection, Behaviour, Anti Bullying, Attendance, Equality, SEND, RSE.

WE AIM TO:

- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different groups of people regardless of gender identity, ethnicity, disability, sexual orientation, religion or belief;
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage;
- Make inclusion a thread which runs through all our activities.

TO ACHIEVE THESE AIMS WE WILL:

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant policies and procedures;
- Publish and share our policies with the whole community;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;

- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour which demonstrates respect to others.

Equalities Information

We recognise that we have duties under the Equality Act 2010 in relation to the school community to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

Principles

To fulfil our legal obligations, we are guided by a number of principles that reflect the value we place on all children, their families and our staff to ensure that we treat them equally and in a way that reflects their individual needs.

All pupils, families and staff are of equal value

We see all children, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

We recognise and respect difference

We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made.
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs.
- Religion or belief – we note that reasonable requests in relation to religious observance and practice may be made and complied with.
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds.

- Age – we value the diversity in age of pupils, staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interaction between groups and communities different from each other;
- An absence of harassment, victimisation and discrimination in relation to any protected characteristics.

We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed by children through the School Council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

We aim to foster greater community cohesion through the development of the spiritual, moral, social and cultural understanding of our children.

We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We set ourselves specific and measurable equality objectives

We develop measurable objectives based on the evidence that we have gathered and the engagement we have encouraged by others.

Objective 1: Embed inclusive teaching practices consistently across all subject areas, ensuring that teaching approaches, curriculum content and classroom resources recognise, value and represent the diversity of the school community and all protected characteristics.

Objective 2: Promote a whole-school culture of equality and inclusion by ensuring that pupils understand, value and respect differences between individuals and are supported to recognise and challenge stereotypes, prejudice and discriminatory behaviour.

Objective 3: Ensure that the curriculum and wider school experiences provide meaningful opportunities for pupils to learn about and celebrate diverse cultures, identities, backgrounds and experiences, developing empathy, understanding and a strong sense of belonging.

Application of the principles within this statement:

The principles outlined in this statement will also be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our policies and practice in relation to attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

All staff are expected to work in accordance with the principles outlined in this statement to:

- Promote an inclusive and collaborative ethos in their practice:
- Deal with any prejudice-related incidents that may occur and report them;
- Plan and deliver the curriculum and lessons;
- Support pupils in their class who have additional needs.