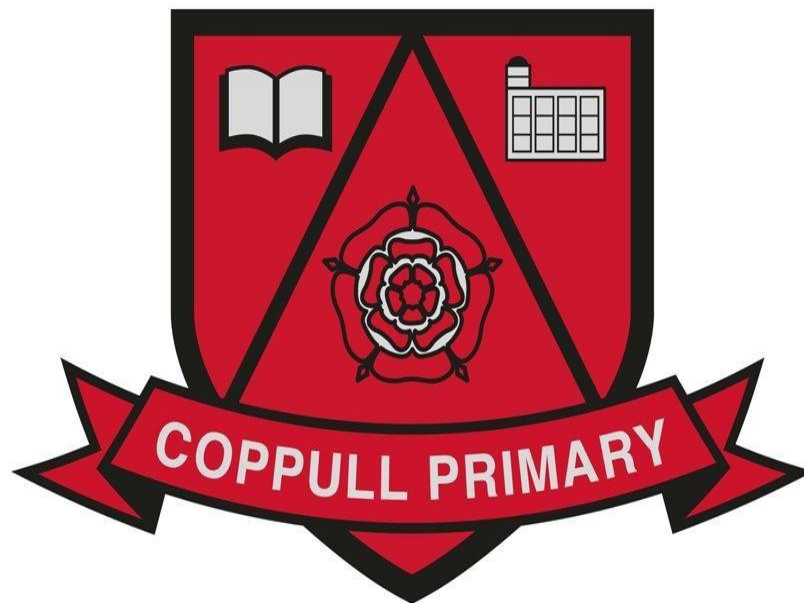


Coppull Primary School and Nursery



Equality Policy and Action Plan

May 2026

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, such as patience, respect, kindness, resilience, honest and happiness.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Michelle Fuller. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to participate in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality Action Plan

Objective 1
The school will promote equality throughout the curriculum as part of pupils' personal and social development, particularly through PSHE lessons and, where appropriate, across other curriculum subjects.
Why we have chosen this objective: This objective has been chosen to ensure equality is actively promoted and monitored across all areas of school life, helping to create an inclusive environment where all members of the school community feel valued, supported and able to succeed.
Information will be gathered through: <ul style="list-style-type: none"> • identifying and monitoring the participation and experiences of pupils, parents, carers, staff and other members of the school community representing different protected characteristics; • analysing pupil attainment and progress data across different groups; • seeking and valuing the views of children and young people to inform decision-making and school development; • monitoring participation in sports, clubs and enrichment activities across all groups;

- reviewing uptake of the extended school offer by different groups;
- analysing exclusions and behaviour data by group;
- recording and monitoring incidents of bullying, prejudice or harassment linked to equality issues;
- monitoring recruitment, professional development and retention of staff;
- evaluating activities that promote community engagement and cohesion;
- reviewing the effectiveness of strategies used to engage parents and families who may be harder to reach.

To achieve this objective, we plan to:

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

How this will be monitored and reviewed: Termly via our standards committee meetings the Headteacher/deputy Headteacher will provide monitoring reports for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

Progress we are making towards this objective:

Objective 2

As part of our commitment to equal opportunities and promoting equality in staffing and employment, we will ensure all staff are treated fairly and with respect, regardless of race, gender, disability, sexual orientation or religion.

Why we have chosen this objective:

This objective has been chosen to ensure that all staff feel valued, respected and supported within an inclusive working environment where equality of opportunity is actively promoted for everyone.

To achieve this objective, we plan to ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- Ensure all recruitment, selection and promotion procedures are fair, transparent and based on merit.
- Provide regular equality, diversity and inclusion training for all staff and governors.
- Monitor staffing data, including recruitment, retention, promotion and absence, to identify and address any patterns of inequality.
- Ensure all staff understand the school's expectations regarding respectful and inclusive behaviour through staff handbooks, policies and induction procedures.

- Provide reasonable adjustments and appropriate support for staff with disabilities or additional needs.
- Promote a positive working environment where discriminatory language, bullying or harassment are challenged promptly and effectively.
- Ensure flexible working requests are considered fairly and consistently in line with school policy and operational needs.
- Review employment policies regularly to ensure they reflect current equality legislation and best practice.
- Provide opportunities for all staff to contribute to decision-making, professional development and leadership opportunities regardless of protected characteristics.
- Maintain clear procedures for reporting, recording and responding to discrimination, harassment or prejudice-related incidents involving staff.
- Celebrate diversity through staff training, awareness events and inclusive practices within the school community.
- Ensure performance management and appraisal processes are applied consistently and fairly to all staff.
- Seek staff feedback through surveys or meetings to help evaluate how inclusive and supportive the workplace environment is.
- Work with governors to monitor progress towards equality objectives and report on outcomes regularly.

How this will be monitored and reviewed:

- Review recruitment, promotion and staffing data annually to identify any trends or underrepresentation.
- Monitor staff attendance, wellbeing and retention data to ensure no groups are disproportionately affected.
- Record and review any incidents of discrimination, bullying or harassment involving staff and evaluate the effectiveness of responses.
- Evaluate participation in staff training and professional development opportunities to ensure equal access for all staff.
- Gather staff feedback through questionnaires, surveys, meetings or performance management discussions regarding equality and inclusion within the workplace.
- Governors and senior leaders to review equality objectives and progress annually as part of the school improvement process.
- Conduct regular policy reviews to ensure compliance with current equality legislation and guidance.
- Monitor the implementation of reasonable adjustments and support plans to ensure staff needs are being met effectively.
- Review outcomes from appraisal and performance management processes to ensure consistency and fairness across all staff groups.
- Report findings from equality monitoring to governors and include relevant updates within school development planning.

Progress we are making towards this objective:

Objective 3

The school will promote awareness and understanding of menopause and ensure appropriate support is available for staff experiencing menopause-related symptoms.

Why we have chosen this objective:

This objective has been chosen to support staff wellbeing and ensure the workplace is inclusive, supportive and responsive to the needs of all employees.

To achieve this objective, we plan to ensure that:

- Develop and implement a menopause support policy or guidance for staff.
- Provide awareness training for staff and leaders to improve understanding of menopause and its impact in the workplace.
- Ensure staff feel confident discussing menopause-related support needs with line managers or senior leaders.
- Consider reasonable adjustments where appropriate, such as flexible working arrangements, access to rest areas or adjustments to the working environment.
- Promote staff wellbeing and ensure menopause is included within wider wellbeing initiatives.
- Provide access to information, support resources and signposting to relevant services.

How this will be Monitored and Reviewed:

- Gather staff feedback on the effectiveness of menopause support and awareness.
- Review the implementation and impact of menopause-related policies and adjustments.
- Monitor staff wellbeing, absence and retention data where appropriate.
- Governors to review progress towards the objective annually

Progress we are making towards this objective:

9. Monitoring arrangements

The Headteacher and Governing Body will update the equality information we publish, at least every year.

This document will be reviewed at least every 4 years.

This document will be approved by our Governing body.

10. Links with other policies

This document links to the following policies:

Accessibility Policy

Behaviour Policy

Menopause Policy

Safeguarding Policy