



Crowmarsh Gifford C of E Primary School

Equality Policy and Equality Objectives 2026–2030

Approval by:	Governors
Staff Lead Reviewer:	Vania Eaglen
Assigned Governor:	All
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Date of next review:	Autumn 2030
Review Cycle:	Equality Objectives reviewed annually
Publish:	Gov Hub, Staff Shared drive, Website

Our Vision

At Crowmarsh Gifford CE Primary School, our Christian vision inspires every member of our community to flourish. We believe every child and adult is uniquely created and valued by God. We seek to create a community where everyone feels safe, respected, included and able to achieve their full potential.

Our values of **Care, Grow, Persevere and Shine** underpin everything we do and shape our commitment to equality, dignity and belonging.

1. Purpose

This policy sets out how Crowmarsh Gifford CE Primary School promotes equality, eliminates discrimination and fosters good relationships across our whole school community.

We are committed to ensuring that every pupil, member of staff, governor, volunteer, parent and visitor is treated with dignity, fairness and respect.

We recognise that equality is not about treating everyone the same. It is about recognising different needs, removing barriers and ensuring everyone has the opportunity to flourish.

We strive to create an inclusive culture where diversity is celebrated, differences are respected and every individual is encouraged to let their light shine.

2. Legal Framework

This policy has been developed in accordance with:

- Equality Act 2010
- Public Sector Equality Duty (Section 149 Equality Act 2010)
- Human Rights Act 1998
- Children Act 1989 and 2004
- Keeping Children Safe in Education
- SEND Code of Practice
- The Church of England's Vision for Education
- United Nations Convention on the Rights of the Child

In carrying out our functions, the school has 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; and
- foster good relations between different groups within our school community.

3. Protected Characteristics

The Equality Act 2010 protects individuals from discrimination because of:

- age (staff)
- disability
- gender reassignment
- marriage and civil partnership (staff)
- pregnancy and maternity
- race



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- religion or belief
- sex
- sexual orientation

The school also recognises the importance of promoting inclusion for all pupils, including those who may experience disadvantage through additional needs or social, economic or educational circumstances.

4. Our Commitment

At Crowmarsh Gifford CE Primary School we will:

- provide an environment where everyone feels welcomed and valued;
- ensure all pupils can access a broad, ambitious and inclusive curriculum;
- maintain high expectations for every learner;
- remove barriers to participation and achievement;
- celebrate diversity within our school, local community and wider world;
- challenge discrimination, prejudice and stereotyping whenever it occurs;
- promote respectful relationships;
- support positive mental health and wellbeing;
- ensure equality of opportunity in recruitment, employment and professional development.

5. Inclusive Education

Our curriculum reflects our commitment to inclusion and enables pupils to develop understanding, empathy and respect for others.

Teaching and learning will:

- provide high expectations for every child;
- reflect a diverse range of cultures, experiences and perspectives;
- avoid stereotyping;
- promote critical thinking and respectful discussion;
- encourage pupils to understand both their rights and responsibilities;
- prepare children for life in modern Britain and within a diverse society.

Teachers use assessment information to identify barriers to learning and provide appropriate support so every child can achieve success.

6. Creating an Inclusive School Community

We actively promote belonging through:

- inclusive teaching;
- high-quality pastoral care;
- pupil leadership opportunities;
- collective worship;
- PSHE and Relationships Education;
- celebration of different cultures, faiths and traditions;
- positive behaviour approaches;
- pupil voice.

Every child is encouraged to contribute to school life and to recognise the value that every individual brings to our community.

7. Preventing Discrimination

The school has a zero-tolerance approach to discrimination, harassment, victimisation and prejudice.

This includes incidents relating to any protected characteristic.

Discriminatory language or behaviour will always be challenged.

Incidents will:

- be investigated promptly;
- be recorded appropriately;
- involve parents where appropriate;
- provide support for those affected;
- be analysed to identify patterns and inform future action.



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Where required, governors will receive anonymised monitoring information.

8. Roles and Responsibilities

Governing Body

The Governing Body will:

- ensure the school complies with equality legislation;
- review equality objectives annually;
- monitor progress;
- challenge leaders appropriately;
- ensure adequate resources are available.

Headteacher

The Headteacher will:

- lead implementation of this policy;
- ensure equality is embedded within school improvement;
- monitor equality information;
- respond appropriately to incidents of discrimination;
- provide appropriate staff training.

Staff

All staff will:

- model respectful behaviour;
- promote inclusion;
- provide equitable opportunities for learning;
- challenge discriminatory language and behaviour;
- report concerns promptly;
- contribute to an inclusive culture.

Pupils

Pupils are expected to:

- treat everyone with kindness and respect;
- celebrate difference;
- report concerns;
- contribute positively to our inclusive community.

9. Monitoring

The school will monitor, where appropriate:

- pupil achievement;
- attendance;
- behaviour;
- exclusions;
- participation in wider opportunities;
- recruitment;
- staff development;
- bullying and discriminatory incidents.

Information will be used to identify any inequalities and inform school improvement priorities.

Annual reports will be shared with governors.

10. Review

The Governing Body will review this policy every four years.

Equality Objectives will be reviewed annually to ensure they remain relevant and continue to improve outcomes for pupils.



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Equality Objectives and Action Plan 2026–2030

Equality Objectives

In accordance with the Equality Act 2010 and the Public Sector Equality Duty, Crowmarsh Gifford CE Primary School has identified the following equality objectives for the period 2026–2030.

These objectives will be reviewed annually by the Headteacher and Governing Body.

Objective 1

Ensure every child feels that they belong and are valued within our school community.

Why?

Children learn best when they feel safe, respected and included. We will continue to develop a culture where every child experiences a strong sense of belonging regardless of their background, identity or individual needs.

Actions

- Promote the school's Christian vision and values consistently.
- Gather pupil voice regarding belonging, inclusion and safety.
- Ensure all children have opportunities to take on leadership responsibilities.
- Celebrate pupil achievements across academic, sporting, creative and personal development.
- Continue to develop restorative approaches to relationships.

Success Measures

- Pupil surveys show high levels of belonging.
- Behaviour and bullying records demonstrate respectful relationships.
- All groups of pupils are represented in leadership opportunities.
- Positive parental feedback.

Objective 2

Continue to reduce barriers to achievement so that all pupils make strong progress.

Why?

Every child should achieve highly regardless of background or need.

Actions

- Monitor attainment and progress of identified pupil groups.
- Identify and address emerging gaps promptly.
- Ensure high-quality adaptive teaching is evident across the school.
- Evaluate interventions regularly.
- Use pupil progress meetings to review outcomes.

Success Measures

- Good progress for all pupil groups.
- Diminishing attainment gaps where identified.
- High-quality teaching evident through monitoring.
- Governors receive termly analysis.

Objective 3

Develop an ambitious curriculum that reflects diversity, inclusion and the wider world.

Why?

Children should see themselves represented within the curriculum while developing understanding and respect for others.

Actions

- Ensure high-quality texts represent diverse voices and experiences.
- Review classroom displays and resources.
- Celebrate local, national and global diversity appropriately.
- Continue curriculum development through PSHE, RE and collective worship.

Success Measures

- Curriculum monitoring demonstrates broad representation.
- Positive pupil voice.
- Increased confidence discussing diversity respectfully.
- High-quality classroom environments.



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Objective 4

Promote respectful relationships and actively challenge discrimination.

Why?

Children should understand that everyone deserves dignity and respect.

Actions

- Deliver high-quality PSHE and Relationships Education.
- Teach children how to challenge stereotypes respectfully.
- Record and analyse discriminatory incidents.
- Provide support and education following incidents.
- Continue staff training on equality and inclusion.

Success Measures

- Very low levels of discriminatory incidents.
- Appropriate recording and follow-up.
- Pupils demonstrate respectful attitudes.
- Staff confidence remains high.

Objective 5

Ensure equality of opportunity for all members of the school community.

Why?

Everyone connected with our school should have fair access to opportunities.

Actions

- Review participation in clubs, visits and leadership opportunities.
- Remove financial or practical barriers where possible.
- Ensure recruitment procedures remain fair and transparent.
- Continue to provide reasonable adjustments where required.
- Monitor participation data annually.

Success Measures

- Broad participation across all pupil groups.
- Positive staff recruitment practices.
- Increased engagement in enrichment opportunities.
- Governors satisfied that equality duties are being met.

Equality Action Plan

Objective	Key Actions	Lead	Monitoring	Review
Belonging	Pupil voice, leadership opportunities, restorative practice	Headteacher	Pupil surveys, behaviour data	Annual
Achievement	Monitor attainment, adaptive teaching, interventions	Headteacher & Teaching Staff	Assessment, pupil progress meetings	Termly
Inclusive Curriculum	Curriculum audit, diverse texts, displays	Subject Leaders	Learning walks, book looks	Annual
Respectful Relationships	PSHE, staff training, incident monitoring	Headteacher & PSHE Lead	Behaviour records, safeguarding	Termly
Equality of Opportunity	Participation monitoring, reasonable adjustments, recruitment	Headteacher & Governors	Club participation, HR monitoring	Annual



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Monitoring Arrangements

Progress towards these objectives will be monitored through:

- Headteacher reports.
- Governor monitoring visits.
- Pupil voice.
- Parent feedback.
- Staff consultation.
- Curriculum monitoring.
- Assessment information.
- Attendance and behaviour data.
- Safeguarding records.
- Participation in wider opportunities.

The Governing Body will review progress annually and publish updated Equality Objectives on the school's website in line with statutory requirements.

Linked Policies

This policy should be read alongside:

- Accessibility Plan
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Relationships, Sex and Health Education Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Admissions Policy
- Complaints Policy