Launton C.E. Primary School

Equality Policy and Equality Plan

Our Christian vision and values

We seek to enable every child and adult to flourish, be treated with dignity and respect, and have equal access to learning, participation and opportunity.

Policy owner	Headteacher
Approved by	Governing Body
Date approved	22.10.2026
Review date	Autumn 2027
Equality objectives	Monitored throughout 2026/27; formally reviewed in line with the statutory four-year cycle

Purpose and Aims

Launton C of E School is committed to providing an inclusive, welcoming and respectful environment in which every pupil, member of staff, governor, parent and visitor is valued. We seek to remove barriers to participation and achievement, challenge discrimination and prejudice, and ensure that equality considerations are part of everyday decision-making.

This policy combines the school's equality information, policy statement and Equality Plan for 2026/27. It is designed to meet the school's duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED), while remaining proportionate to the context of a small primary school.

Legal framework

The school has due regard to the three aims of the Public Sector Equality Duty:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations between people who share a protected characteristic and people who do not.

The school also has regard to the Equality Act 2010 (Specific Duties) Regulations. The school publishes information showing how it is complying with the PSED at least annually and publishes equality objectives at least every four years.

For pupils, the protected characteristics relevant to the Equality Act 2010 include disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage/civil partnership are protected characteristics under the wider Act but do not apply to the provision of education to pupils in the same way.

Our equality principles

- Every child has the right to feel safe, respected, included and able to learn.
- Equality does not always mean treating everyone identically; reasonable adjustments and appropriate support may be needed to remove barriers.
- We use evidence, professional knowledge, pupil voice and the views of families and staff to identify barriers and decide what action is proportionate.
- We challenge discriminatory language, bullying, harassment and prejudice promptly and appropriately.
- We consider equality when making significant decisions, including decisions about curriculum, trips, activities, staffing, policies and provision.
- We recognise and celebrate diversity through the curriculum, personal development, collective worship and wider school life.
- We protect individual privacy and avoid publishing information where small numbers could make individual pupils identifiable.

Roles and responsibilities

The Governing Body will:

- Ensure that equality information and objectives are published and communicated appropriately.
- Have due regard to equality considerations when exercising governance functions.
- Monitor the impact of the Equality Plan through the school's established monitoring and reporting arrangements.
- Ensure that equality information is updated at least annually and that equality objectives are reviewed in accordance with the statutory cycle.

The Headteacher will:

- Lead implementation of this policy and Equality Plan.
- Promote understanding of equality duties among staff and pupils.
- Monitor equality-related information, identify barriers and ensure proportionate action is taken.
- Report relevant findings and progress to governors.
- Ensure significant decisions take account of equality considerations.

All staff will:

- Treat pupils, colleagues and families fairly, with dignity and respect.
- Challenge discriminatory language and behaviour.
- Make reasonable adjustments and use adaptive approaches where appropriate.
- Report equality-related concerns and incidents through the school's established procedures.
- Contribute to an inclusive curriculum and wider school culture.

Eliminating discrimination

The school does not tolerate discrimination, harassment or victimisation. Staff are expected to model respectful language and behaviour and to respond appropriately when prejudice or discriminatory behaviour occurs.

- Equality responsibilities are addressed as part of induction for new staff and reinforced through appropriate staff development.

- Relevant policies, including behaviour, safeguarding, complaints, accessibility and SEND arrangements, support the school's equality duties.
- Incidents involving discriminatory language or behaviour are recorded and followed up in line with school procedures.
- Patterns or emerging concerns are considered by school leaders and governors where appropriate.

Advancing equality of opportunity

The school seeks to identify and remove barriers that may affect pupils' achievement, attendance, participation or wellbeing. Monitoring is proportionate and focuses particularly on groups for whom the school's own evidence identifies a barrier or disparity.

- Achievement and progress information is considered for relevant pupil groups, including disadvantaged pupils and pupils with SEND.
- Attendance information is monitored, with particular attention to pupils and groups for whom attendance is a concern.
- Class Action Plans, SEND Pupil Profiles, adaptive teaching and targeted support are used to address identified barriers.
- The school monitors access to enrichment, leadership, clubs, educational visits and other opportunities and takes action where barriers are identified.
- Where data relating to protected characteristics are too small to be meaningful or could identify individuals, the school uses professional knowledge, pupil voice and qualitative evidence instead.

Fostering good relations

The school promotes respect, understanding and positive relationships through the curriculum and wider personal development offer.

- RE, PSHE and the wider curriculum develop pupils' understanding of different beliefs, cultures, identities and experiences.
- English and reading provide opportunities to encounter a range of people, perspectives, cultures and experiences.
- Collective worship and assemblies promote respect, compassion, courage, service and responsible citizenship.
- Pupils are given opportunities to take responsibility, contribute to school life and engage in service or community activity.
- The school responds to relevant local, national and global events in an age-appropriate and balanced way.
- Families and the wider community are involved where this strengthens pupils' understanding and respect for others.

Accessibility and reasonable adjustments

The school is committed to ensuring that disabled pupils can participate fully in school life. Accessibility is considered across the curriculum, educational visits, assemblies, PE, lunchtime, clubs and other activities. Reasonable adjustments are made where required.

Equality and accessibility considerations are incorporated into planning for significant activities and, where appropriate, alongside risk assessments.

Equality impact in decision-making

The school considers the potential equality impact of significant decisions before they are implemented. This may include consideration of disability access, religious observance, sex, race, pregnancy/maternity, gender reassignment, religion or belief and other relevant circumstances.

Where an Equality Impact Assessment is appropriate, it is completed alongside the relevant planning or risk-assessment documentation. The assessment should identify potential barriers, consider reasonable adjustments and record any action required.

Equality information for 2026/27

The school will publish proportionate information demonstrating how it is meeting the PSED. This information will be drawn from the school's existing monitoring systems rather than creating unnecessary additional workload.

- Achievement and progress information for relevant pupil groups.
- Attendance and persistent absence information where group-level analysis is meaningful.
- SEND and disadvantaged pupil monitoring and the impact of targeted support.
- Behaviour, bullying and discriminatory-incident information, including any emerging patterns.
- Participation in leadership, enrichment, educational visits, clubs and wider personal development.
- Pupil, parent and staff voice where this provides useful evidence about inclusion, belonging and equal access.
- Evidence from learning walks, book scrutiny, provision reviews and curriculum monitoring where equality or access is relevant.
- Equality considerations recorded when significant decisions are made.

Equality Objectives and Action Plan 2026/27

The objectives below have been selected to connect the school's equality duties with its 2026/27 priorities. They are intended to be specific enough to monitor while allowing the school to use qualitative evidence where numbers would not be meaningful.

Objective	Rationale	Key actions 2026/27	Evidence / monitoring	Responsibility	Review
1. Remove barriers to achievement and participation for disadvantaged and SEND pupils	School evidence identifies the importance of addressing barriers to learning, attendance, independence and participation.	Embed barriers and intended responses within Class Action Plans and SEND Pupil Profiles; use adaptive teaching; review access to curriculum and wider opportunities; ensure targeted support is adjusted in response to evidence.	Learning walks; book scrutiny; pupil voice; provision reviews; SEND reviews; attainment/progress and attendance information where appropriate.	Headteacher; AHT/SENDCo; class teachers	Autumn, Spring and Summer
2. Improve equality of access to attendance, enrichment, leadership and wider opportunities	All pupils should have genuine opportunities to participate in the full life of the school.	Monitor participation in leadership roles, clubs, visits, enrichment and service; identify barriers; provide appropriate support or adjustments; ensure pupils have opportunities to contribute to school life.	Participation records; pupil voice; staff review; examples of adjustments and actions taken.	Headteacher; class teachers; relevant subject/personal development leaders	Termly
3. Develop pupils' understanding of diversity, difference and modern Britain	The school's personal development priorities include preparing pupils for life in modern Britain and developing respect for others.	Strengthen curriculum and assembly opportunities; use diverse role models and perspectives; address relevant cultural and community events sensitively; develop	Pupil voice; curriculum monitoring; work scrutiny; assembly/curriculum evidence; teacher observations.	Headteacher; PSHE/RE/personal development leadership; class teachers	Autumn, Spring and Summer

		pupils' vocabulary for discussing difference and respect.			
4. Ensure discriminatory language and behaviour is recognised, challenged and acted upon	An inclusive culture depends on pupils and adults understanding that discriminatory language and behaviour are not acceptable.	Reinforce expectations through behaviour teaching, assemblies and staff vigilance; respond to incidents promptly; review patterns and adapt teaching or support where necessary.	Behaviour and incident records; pupil voice; staff feedback; governor reporting where appropriate.	Headteacher; all staff	Ongoing; reviewed termly
5. Ensure equality considerations are embedded in significant school decisions	Equality should be considered as part of normal school leadership and governance rather than as a separate process.	Use proportionate Equality Impact Assessments where appropriate; consider accessibility, religious observance and other relevant equality factors when planning trips, activities, policies and significant decisions.	Sample of decisions/EIAs; governor monitoring; review of adjustments made.	Headteacher; governors; relevant staff	Ongoing; annual review

Monitoring, reporting and review

Equality work will be monitored through the school's existing leadership, safeguarding, SEND, curriculum, attendance, behaviour and governance arrangements. The school will avoid unnecessary duplication of monitoring.

- Termly: leaders review relevant equality evidence and progress against the Equality Plan.
- Termly: significant equality-related patterns or concerns are reported through established leadership/governor reporting routes.
- Annually: the school updates its published equality information and reviews progress against the Equality Plan.

- Annually: the school considers whether objectives remain appropriate in light of evidence, while retaining the statutory four-year publication cycle for objectives.
- 2027/28 planning: equality priorities are considered alongside the next School Development Plan and SEF.

Consultation and engagement

The school will use appropriate opportunities to gather the views of staff, pupils, parents and governors when developing or reviewing equality priorities. These may include pupil voice, , parent surveys, staff meetings, parent meetings and governor monitoring.

Related policies and documents

- Accessibility Plan
- Behaviour Policy
- SEND Policy and SEND Information Report
- Safeguarding and Child Protection Policy
- Complaints Policy
- School Development Plan 2026/27
- Self-Evaluation Form
- Curriculum and Personal Development documentation
- Relevant risk assessments

Review and approval

This policy and Equality Plan will be reviewed annually for the purpose of updating published equality information and checking progress. The equality objectives will be formally reviewed in accordance with the statutory requirement to publish objectives at least every four years, or sooner if significant changes in the school's context or legislation require this.

Approved by the Governing Body: _____

Date: _____

Next annual review: Autumn 2027