

Comberton Primary School

Equality Information Policy and Equality Objectives

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Statement of intent

Comberton Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Accessibility Plan
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.

- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality Policy.

2. Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Use pupil voice to help shape and evaluate equality actions

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

3. Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, the school has established the following objectives to ensure that Comberton Primary School is a place where our core values are promoted through our curriculum and enrichment offer.

Our core values, supported by the British Values of: democracy; the rule of law; individual liberty; and the mutual respect and tolerance of those with different faiths and beliefs, are:	
Respect	for all members of the school community; for the beliefs and ideas of others and the environment we create.
Responsibility	for our own actions, our own learning, and our pursuit of excellence.
Tolerance	celebrating and understanding differences, and learning from each other.
Collaboration	working together with different people for a common goal.
Perseverance	never, ever giving up. To be the best we can be.
Determination	to do the right thing and wanting to succeed.

Key Objective: To ensure the school is accessible to all members of our community (pupils, staff, parents, visitors).

Protected Characteristic: disability

Intent	Key Persons	Time	Resources	Implementation	Impact
To ensure the physical environment of the school is accessible to all <i>The school will ensure compliance with School Premises (England) Regulations 2012 re: separate toilets for boys/girls from age 8+ and appropriate changing/shower provision for pupils aged 11+.</i>	Site Manager Head teacher Pupils Parents Staff	Ongoing evaluation by HT, DHT, site manager and Gov	Premise budget LA capital. Grant funding DFC for larger scale works NHS grant for sensory garden accessibility	Evaluation of physical environment by HT, DHT, site manager and Gov to ensure accessibility to all areas of school. HT to ensure indoor and outdoor spaces are fully accessible and facilities ensure accessibility (eg lift to 1st floor, handrails in cubicles and on ramps.) External: steps, playgrounds, access to main building, EYFS block, main gate, field, sensory garden Internal: moving around school (corridors), through doorways, access to emergency exits, changing facilities	An established annual review of the site and all works actioned to address accessibility issues rising from review. Feedback details the site is accessible to all members of the community.

Key Objective: To promote cultural development and understanding through a rich range of experiences both in and beyond the school and tackle prejudice and promote understanding in relation to people with disabilities.

Protected Characteristics: disability, religion or belief

Intent	Key Persons	Time	Resources	Implementation	Impact
To promote understanding and tolerance in relation to people with disabilities.	Staff: DF Govs: Raising Standards Committee	Sep 2026-27	Visits/visitors Use of assembly time Choice of texts, representation through images, choice of artists, authors etc	• Review current provision and evaluate how we currently promote pupils' understanding of disability. • Continue to promote our school values - especially tolerance, collaboration and respect. • Raise awareness through school assemblies and the curriculum – recognise national days, events (Paralympics), discussion, charity events, PSHRE • Encourage and promote disabled visitors in school • Explore and celebrate difference at every opportunity	Experiences both in and beyond the curriculum address any pupil prejudice and promote understanding and tolerance in relation to people with disabilities.

To promote cultural development and understanding through a rich range of experiences both in and beyond the school and tackle prejudice.	Staff: DF, JP, HW, KH Govs: Raising Standards Committee	Sep 2026-27	Seek further Local Councillor Contribution	• Review current provision and evaluate how we currently promote pupils' understanding of different cultures and beliefs. • Continue to promote our school values - especially tolerance, collaboration and respect. • Raise awareness through school assemblies and the curriculum: recognise religious festivals, celebrations and events; Implementation of RE revised syllabus; promote discussion. • Continue our programme of visits to a range of different places of worship. • Promote and celebrate diversity through assemblies and curriculum events.	Experiences both in and beyond the curriculum address any pupil prejudice and promote understanding and tolerance in relation to people with different beliefs, cultures or religions.
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Key Objective: To ensure the curriculum meets the needs of all groups of learners with a specific focus on SEND

Protected Characteristics: SEND

Intent	Key Persons	Time	Resources	Implementation	Impact
To ensure our curriculum and environment supports pupils with SEND – focus on key areas of need within the school: ASD, ADHD, emotional regulation, speech and language	JP, PB, DF, DT Subject leaders Class teachers	Sep 26-27 JP Inclusion conference Summer July 2026 TA training – lego therapy July 2026 Behaviour and Relationships staff training Sep 2026 JP inclusion networks - termly	Training costs for whole staff twilights EP SLA SEN/CPD budget allowance	• SENCo to review training needs and identify training opportunities for staff • wellcomm implementation for EYFS cohort – ongoing use of assessments to close gaps • Regular meetings with SALT • Regular meetings with Unity PRU, CCN, Ed Psych to update knowledge and provision and advice. • Regular pupils progress meetings for pupils with SEND with JP to support effective provision mapping. • Source resources to be used to develop equality of access to the curriculum (ICT, dyslexia overlays, pencil grips etc...) • Review and monitoring of implementation. • Planning at Curriculum design stage will reflect needs of the pupils • Subject leads focus on access for pupils with SEND through monitoring (learning walks and pupil voice representation) • Review of behaviour recovery implementation for pupils with SEND (JP) • JP attend termly SEN network meetings • Continue to develop 'experts' within the team to support other staff with best practice • Development of role of new Asst SENCO	The learning environment will be accessible to all and strategies will be developed which allow accessibility to the curriculum for pupils with specific needs.

Key Objective: to improve the delivery of school (written) information

Protected Characteristic: disability, race

Intent	Key Persons	Time	Resources	Implementation	Impact
To provide means of communication that match the needs of all stakeholders	DF, JP CB	Sep 26-27	Reprographics £100 Website SLA	• Seek parental views on current communication methods through parent questionnaires and discussions • Seek advice from external advisors (website providers) to understand how to make information more accessible. • Provide written information in alternative formats • Provide suitably enlarged, clear print for pupils/parents with a visual impairment • Make available documentation on website for parents with English as an Additional Language where identified • Provide information and letters in clear print in “simple” English. • School office will support and help parents to access information and complete school forms • Use of FSW to support families where adapted provision is needed and signpost to relevant outlets of additional support	Parents with additional needs (language barriers, disabilities) will detail that school information is accessible to all and any feedback will be used to improve provision.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED.

4. Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school’s legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals

- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present.

5. Promoting equality

The school's Pupil Equality Policy and Staff Equality Policy set out the school's approach to promoting equality and diversity across the whole school community.

6. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

7. Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

8. Monitoring and review

The headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all stakeholders.