



Single Equalities Policy

Responsible Person	Mrs L Stinchon
Date Created	September 2026
Date to be Reviewed	September 2027

Background

The Equality Act 2010 provides a single legal framework to protect people from discrimination and to promote equality. Section 149 of the Act places a Public Sector Equality Duty (PSED) on maintained schools and their governing bodies. When carrying out their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and those who do not.

The protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation



The school provisions of the Equality Act protect pupils in relation to disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage and civil partnership are not protected characteristics for pupils under the schools provisions, although they remain relevant to other school functions such as employment and services. Marriage and civil partnership is relevant to the PSED in relation to eliminating unlawful discrimination.

Following the UK Supreme Court judgment in *For Women Scotland Ltd v The Scottish Ministers* [2025] UKSC 16, the terms sex, woman and man in the Equality Act 2010 are interpreted by reference to biological sex. Gender reassignment remains a separate protected characteristic. The school will apply the law alongside current Department for Education and Equality and Human Rights Commission guidance, while safeguarding the privacy, dignity and wellbeing of all pupils and staff.

Legislation and Guidance

This policy has regard to the following legislation and statutory duties:

- The Equality Act 2010, including the Public Sector Equality Duty in section 149 and the duty to make reasonable adjustments for disabled pupils

- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, which require the school to publish information demonstrating compliance with the PSED at least annually and to publish one or more equality objectives at least every four years

It should also be read alongside current statutory and non-statutory guidance, including:

- Department for Education: Equality Act 2010 - advice for schools, Public Sector Equality Duty guidance for public authorities and current school website publication requirements
- Equality and Human Rights Commission: Technical Guidance for Schools in England and any subsequent replacement guidance
- Keeping Children Safe in Education 2026
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance, in force from 1 September 2026
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years, where relevant to pupils with special educational needs and disabilities
- Human Rights Act 1998 and the Data Protection Act 2018, where relevant to equality, privacy and the handling of personal information

This policy outlines the commitment of the staff, pupils and governors of Trawden Forest Primary School to promote equality of opportunity, remove unnecessary barriers and prevent unlawful discrimination. Equality does not always mean treating everyone in exactly the same way. It may require different support, reasonable adjustments or proportionate action so that people can participate fully and achieve positive outcomes.

- Pupils
- Staff
- Parents and carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, respected, valued and able to participate.

At Trawden Forest Primary School, equality means recognising individual needs, challenging discrimination and prejudice and creating fair opportunities for all. We will not unlawfully discriminate because of a protected characteristic and will make reasonable adjustments for disabled pupils, staff, parents, carers and visitors where required.

School in Context

The profile and needs of the school community change over time. We therefore review relevant information about attainment, progress, attendance, behaviour, participation, SEND and disability, sex, ethnicity and other equality-related factors to identify barriers or patterns of disadvantage. Where cohorts are small, information is handled and published carefully so that individuals cannot be identified. Accessibility is also reviewed through the school Accessibility Plan and through reasonable adjustments made in response to individual need.

Ethos and Atmosphere

- Leaders and governors demonstrate mutual respect and a clear commitment to equality across the school community
- The school provides a welcoming environment in which pupils, families, staff and visitors are treated with dignity and respect
- All members of the school community are expected to challenge discriminatory language, harassment, prejudice-related incidents and bullying, including online behaviour
- Pupils are taught to respect others, recognise unfairness and know how to report concerns
- Assemblies, curriculum provision and wider opportunities support pupils to understand diversity, equality, respectful relationships and life in modern Britain in an age-appropriate way

Monitoring and Review

Trawden Forest Primary School is an inclusive school committed to improving equality across the whole school community. We use teaching, curriculum design, pastoral support and reasonable adjustments to help each individual participate and fulfil their potential.

We collect and analyse relevant equality information for pupils, proportionate to the size and context of the school. This may include:

Attainment, progress, attendance and persistent absence, behaviour, suspensions and exclusions, participation in wider opportunities and other relevant pupil outcomes

Patterns affecting pupils with SEND or disabilities and, where appropriate and lawful, other groups who share protected characteristics

Pupil voice, parent and carer feedback, complaints, safeguarding information and records of discriminatory or prejudice-related incidents

Where information identifies a significant disparity or barrier, leaders consider appropriate and proportionate action, monitor its impact and report relevant information to governors.

Trawden Forest Primary School is committed to a working and learning environment free from unlawful discrimination, harassment, victimisation and bullying. Recruitment, employment, training and progression decisions will be made fairly and in accordance with equality and employment law.

Pupil incidents involving bullying, discriminatory language, harassment or prejudice are recorded on CPOMS where appropriate and are monitored for patterns. Concerns involving adults are recorded and managed by the Headteacher, or by the appropriate senior leader or Chair of Governors where the concern relates to the Headteacher.

Other equality information may be collected where necessary and lawful, for example in relation to:

- Applicants for employment and recruitment processes
- Workforce information, where proportionate and required
- Governing body information, where proportionate
- Training, professional development and access to opportunities

Personal information will be handled confidentially and in accordance with the UK GDPR and the Data Protection Act 2018. Published information will be proportionate and will avoid identifying individuals, particularly where numbers are small.

Due regard is given to equality when policies, significant decisions and school improvement priorities are developed or reviewed. The Headteacher is responsible for coordinating the monitoring and evaluation of this policy and the equality objectives.

Their role is to:

- Lead discussion and training so that staff and governors understand their equality responsibilities
- Work with the governing body to review equality information, objectives and the impact of school decisions
- Monitor the impact of this policy and ensure that required equality information is published and updated

Developing Best Practice

Learning and Teaching

We aim to provide all pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equitable access to learning and prepare pupils for life in a diverse society
- Use materials that reflect a range of cultures, families, experiences and viewpoints without stereotyping
- Promote positive and respectful representation of disabled people and other groups protected by the Equality Act
- Develop attitudes and values that challenge prejudice, discriminatory behaviour and harassment
- Provide opportunities for pupils to understand and respect their own and other cultures, religions and beliefs
- Use sensitive and age-appropriate teaching strategies when addressing religion, belief, relationships, identity and other equality-related themes
- Develop pupils' ability to recognise bias, challenge unfairness and seek help when they experience or witness discrimination
- Ensure equality and diversity are considered across the curriculum and wider school life
- Support subject leaders to review representation and inclusion within their curriculum areas
- Seek to involve parents and carers in supporting their child's education
- Plan educational visits, clubs and wider opportunities so that pupils are not unnecessarily excluded and reasonable adjustments are considered in advance
- Use assessment and other information to identify barriers and plan ambitious learning for all pupils
- Make effective use of resources and reasonable adjustments to support participation and learning
- Identify training and resources that strengthen staff knowledge of equality, SEND and inclusive practice

Learning Environment

There is a consistently high expectation of all pupils. We recognise that pupils may require different approaches, support or reasonable adjustments to access learning and participate fully. Pupils are encouraged to improve on their own achievements and to develop confidence, independence and ambition.

- Adults in school promote high expectations and positive attitudes to learning for every pupil
- Adults provide positive role models and challenge stereotypes and discriminatory assumptions
- The school gives high priority to SEND and disability provision and makes reasonable adjustments where required
- Facilities, resources and activities are reviewed to identify and reduce unnecessary barriers to participation
- Pupils are encouraged to be actively involved in their own learning and, where appropriate, decisions about the support they receive
- A range of teaching methods and adaptations are used to support effective learning

- The physical environment, displays, signage, communication and digital resources are considered as part of accessibility planning

Curriculum

At Trawden Forest Primary School, we aim to ensure that:

- Planning reflects our commitment to equality and promotes respect for people who share protected characteristics
- Pupils have age-appropriate opportunities to explore identity, diversity, respectful relationships, discrimination and the protected characteristics, including through Relationships Education and Health Education
- All pupils can access the curriculum through appropriate adaptations, reasonable adjustments and support for language, communication, sensory, physical and learning needs

Resources and Materials

The provision of high-quality, accessible and inclusive resources is a priority. Resources should:

- Reflect the diversity of modern Britain and the wider world in age-appropriate ways
- Reflect a variety of viewpoints where appropriate
- Avoid stereotypes and show people in a range of roles and contexts
- Include positive and non-stereotypical representation of different groups
- Be accessible, or capable of being adapted, for pupils with additional needs

Language

We recognise that language has an important role in creating a respectful and inclusive school community. All members of the school community should use language which:

- Does not reinforce stereotypes or prejudice
- Is respectful and does not demean, harass or deliberately exclude others
- Supports positive and accurate representation of different groups
- Supports people to develop confidence, dignity and self-esteem
- Uses accurate, age-appropriate terminology and challenges discriminatory or prejudicial language when it occurs

Extended Learning Opportunities

The school aims to provide equitable access to clubs, educational visits, residential experiences, sports and other extended learning opportunities.

Staff will consider accessibility, reasonable adjustments, cost, medical needs, SEND and other potential barriers when planning opportunities. External providers and volunteers are expected to follow the school's equality, safeguarding and behaviour expectations.

Where a pupil may face a barrier to participation, staff will work with the pupil, family and relevant professionals to identify reasonable and proportionate solutions wherever possible.

Provision for Pupils with English as an Additional Language

Trawden Forest Primary School will make appropriate provision for pupils who use English as an additional language so that they can access the curriculum and wider school life. This may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller pupils
- Pupils who are developing advanced bilingual or multilingual competence
- Supporting pupils to use their first language effectively for learning where appropriate

Personal Development and Pastoral Guidance

- Staff take account of the individual experiences and needs of pupils, including those relating to disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity where relevant, and other factors such as being a refugee, asylum seeker, Gypsy, Roma or Traveller pupil.
- All pupils are encouraged to consider a broad range of future opportunities without discriminatory assumptions or stereotypes. High aspirations are maintained and reasonable adjustments are considered where relevant.
- Pupils, staff, parents and carers are given appropriate support when they experience discrimination, harassment or prejudice-related behaviour
- Pupils who display discriminatory or prejudicial behaviour will be challenged appropriately and may also receive education, pastoral support or safeguarding support where needed
- Positive role models are used so that pupils encounter a broad range of people, families, cultures, achievements and experiences
- The school emphasises the value that diversity brings to the community and teaches respectful disagreement where views differ

Staffing and Staff Development

We recognise the importance of inclusive leadership, positive role models and fair access to responsibility and development opportunities.

- Pupils should encounter a wide range of positive role models through staff, visitors, curriculum materials and wider school experiences
- We encourage the career development and aspirations of all staff
- Training and professional development will support staff to understand equality law, inclusive practice, SEND, safeguarding and how to respond to discriminatory behaviour
- Access to professional development, leadership opportunities and other benefits will be fair and monitored where appropriate

Staff Recruitment

- Recruitment and selection will be conducted fairly and in accordance with equality and employment law. Those involved in recruitment should understand how to avoid unlawful discrimination and bias.
- Equality expectations are included in induction and relevant staff training
- Temporary, supply and visiting staff are made aware of relevant school policies and expectations
- Employment policies and procedures are reviewed as required to remain consistent with legislation and good practice

Partnerships with Parents/Carers/Families and the Wider Community

We will work in partnership with parents and carers to help all pupils participate, feel valued and achieve their potential.

- Parents and carers are encouraged to participate in school life and are offered accessible ways to communicate with the school
- The school will seek the views of pupils, parents, carers, staff and governors when this would help to review equality priorities, identify barriers or evaluate significant changes
- Members of the local community and appropriate external organisations are encouraged to contribute to school activities where this enriches pupils' understanding and experience
- The school will work with relevant local authority and specialist services where additional advice or support is needed

Roles and Responsibilities

- The governing body will ensure that the school complies with its statutory equality duties, agrees one or more equality objectives at least every four years and ensures that information demonstrating PSED compliance is published at least annually
- The Headteacher is responsible for implementing this policy, ensuring staff understand their responsibilities and reporting relevant equality information and progress towards objectives to the governing body
- The Headteacher has day-to-day responsibility for coordinating equality work and may delegate specific actions to other leaders while retaining overall responsibility
- Staff will promote an inclusive ethos, challenge inappropriate or discriminatory language and behaviour, respond to concerns, make reasonable adjustments where required and maintain appropriate awareness of equality issues
- All members of the school community are expected to treat others with respect and to report discriminatory, prejudicial or harassing behaviour
- Visitors, volunteers, contractors and external providers are expected to follow the school's commitment to equality, safeguarding and respectful behaviour

Commissioning and Procurement

When commissioning or purchasing services, the school will consider relevant equality duties and accessibility requirements. Contractors and providers working with the school are expected to comply with applicable equality law and with the school's expectations while on school premises or working with pupils.

Trawden Forest Primary - Equality Objectives

Our Vision

At Trawden Forest Primary School we have developed a rich and challenging curriculum within a happy and safe learning environment where all children feel valued as individuals and achieve their full potential in knowledge, skills and creativity.

We have created a happy, caring environment in which children feel safe and develop self-confidence and independence. Our children are encouraged to be considerate and show kindness and respect for others while reaching their true potential. Working together for success, we celebrate the uniqueness of individuals and embrace challenge because:

Every child matters; every moment counts!

Our vision is reinforced by our values and helps children to grow throughout their time in school.

Our Values

At Trawden Forest Primary School, we are proud to live by our STAR values, which shine brightly in everything we do. Being Successful means we work hard and never give up on reaching our goals, while being Trustworthy reminds us to show kindness, honesty and care for one another. We are Adaptable, always ready to listen, think and embrace new challenges with a positive attitude. Most importantly, we celebrate being Remarkable, recognising that every one of us is unique and has special talents to share. These values reflect who we are as a school community and each day we strive to follow them with pride.



Inspired by our love of learning in Forest School, our school council and children chose for each class to adopt a tree that reflects these values and strengths. These trees are now a special symbol for our school, reminding us how we grow and flourish together.

Reception - Holly

Year 1 - Willow

Year 2 - Rowan

Year 3 - Sycamore

Year 4 - Birch

Year 5 - Maple

Year 6 - Elder

Staff and governors demonstrate our values and commitment to equality by:

- ensuring respectful and acceptable behaviour
- responding to incidents and complaints promptly and proportionately
- improving access to services, facilities, information and opportunities
- recruiting, employing and developing people fairly
- identifying barriers and meeting individual needs through reasonable and proportionate action

Equality Action Plan 2026-2030

Equality Objective 1:

Objective: By July 2030, strengthen pupils' age-appropriate understanding of diversity and the protected characteristics through the curriculum, resources and wider school experiences.

Why we have chosen this objective: Pupils need to be prepared for life in modern Britain and to learn how to respect people whose backgrounds, families, beliefs or experiences may be different from their own, regardless of how diverse the immediate local community is.

To achieve this objective we plan to: Complete an annual curriculum and resource review, use pupil voice to evaluate understanding, provide staff guidance where gaps are identified and ensure that Relationships Education and Health Education meet the statutory guidance in force from September 2026. Subject leaders will consider representation and inclusion within their areas and discriminatory incidents will be monitored for patterns that may require further teaching or action.

Intended Outcome: Curriculum evidence across all year groups shows planned, age-appropriate representation of diversity and the protected characteristics. Pupil voice demonstrates respectful understanding and any recurring patterns of prejudicial or discriminatory behaviour are identified and addressed.

Equality Objective 2:

Objective: Identify and address significant differences in attendance, attainment, behaviour or participation where these may be linked to disability or another relevant protected characteristic.

Why we have chosen this objective: The Public Sector Equality Duty requires the school to consider equality when making decisions and to identify barriers or disadvantages experienced by groups who share protected characteristics.

To achieve this objective we plan to: Review relevant pupil information at least annually and more frequently where concerns are identified. Where a significant gap or barrier is found, leaders will record the issue, agree proportionate actions, identify how impact will be measured and review progress with governors. Small cohorts will be handled carefully so that individual pupils are not identifiable in published information.

Intended Outcome: Any significant equality-related disparity identified through monitoring has a documented response and is reviewed for impact. Leaders and governors can show how equality information has informed decisions and school improvement.

Equality Objective 3:

Objective: Improve accessibility and participation for disabled pupils and other members of the school community by anticipating barriers and making reasonable adjustments where required.

Why we have chosen this objective: The Equality Act 2010 requires schools to avoid disability discrimination and to make reasonable adjustments. Accessibility should be considered in learning, communication, the physical environment, educational visits, clubs and wider school life.

To achieve this objective we plan to: Review accessibility needs alongside the school Accessibility Plan, consider reasonable adjustments at the planning stage for lessons, visits and events, seek specialist advice where needed and consult pupils and families about barriers to participation. Leaders will review any incident where a pupil was unable to participate to identify whether further adjustments or changes are required.

Intended Outcome: Reasonable adjustments are considered consistently and recorded where appropriate. Barriers identified through pupil, family or staff feedback are acted upon and no pupil is unnecessarily excluded from learning or wider opportunities because accessibility was not considered.