

Park View Primary School

Equality Policy

(including Equality Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Park View Primary School is two-form primary school located at the centre of a large housing estate. Catering for boys and girls aged two to eleven through its Nursery to Year 6 provision, the school currently has 429 pupils on roll and includes a specialist Resourced Provision for deaf children. Serving a community with significantly high levels of need shaped by financial deprivation and diverse educational requirements, the school has an exceptionally high proportion of pupils eligible for free school meals — 55.01% in 2025.

The profile of special educational needs is notably complex: 5.76% of pupils have Education, Health and Care Plans—above national figures—and 84 pupils are identified with SEN, most commonly Moderate Learning Difficulty or Speech, Language and Communication Needs.

The school's ethnic composition is predominantly White British at 73.7%, while 15.4% of pupils speak English as an additional language.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

All pupils, families, staff and governors are of equal value

We see all pupils, potential pupils, their parents and carers, governors and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, governors and parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, governors, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, governors, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

1. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

2. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

3. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

4. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

5. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

6. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

7. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families, staff and governors
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: March 2026

Date for policy review: March 2027

Appendix A

Equalities Information – March 2026

Number of Pupils in the School March 2026

Date	Total number of pupils in the school
March 2026	429

The Pupils and Classes

Year	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
No of Children	46	51	49	60	47	60	59	57	429

Number of Boys and Girls on Roll

Number on Roll	Number of Boys on Roll	Number of Girls on Roll
429	212	217

Number of Children on Roll

No Religion	Christian	Hindu	Buddhist	Muslim	Sikh	Other Religion	Refused	Total
254	105	12	5	22	4	21	7	430

First Language of students (Information given by parents)

English	Polish	Tamil	Lithuanian	Nepali	Urdu	Vietnamese	Russian	Other	Total
359	17	1	0	8	7	1	0	37	430

Number of Children on Roll who have English as an Additional or First Language

	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No. of EAL	7	6	6	14	9	7	8	13
English First Language	39	45	43	45	38	54	51	44

Number of Children on Roll from Different Ethnic Groups

<i>White - British</i>	<i>Any other mixed background</i>	<i>Any other ethnic group</i>	<i>White and Asian</i>	<i>White and Black Caribbean</i>	<i>White and Black African</i>	<i>Any other White background</i>	<i>Any other Black background</i>	<i>Information Not Yet Obtained</i>	<i>Indian</i>	<i>Pakistani</i>	<i>Refused</i>	<i>Any other Asian background</i>	<i>Bangladeshi</i>	<i>White Irish</i>	<i>Chinese</i>	<i>Total</i>
307	4	4	1	7	9	43	12	1	14	5	5	16	2	0	0	430

Number of Children on Roll with Special Educational Needs

No. of children with an Education, Health and Care Plan (E)	24
No. of children at SEN Support (K)	68

a) Staff

Teachers including the Headteacher	Learning Support Assistants	Communicators for the deaf	Admin Staff	Pastoral Support	Caretaking staff	Sports Coach
22	27	5	4	3	2	1

Equality Objective

Equality Objective: Belonging and Inclusion Across All Protected Characteristics

“At Park View, we will actively promote a culture of belonging in which every pupil, staff member and family feels valued, respected and able to participate fully in school life. We will strengthen our provision, curriculum, policies and pastoral systems to ensure equitable experiences and outcomes for all, with particular focus on monitoring, understanding and addressing any inequalities related to the nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.”

To achieve this objective, we will:

- **Embed belonging** across the curriculum and school environment, ensuring representation and visibility of diverse identities.
- **Use data, pupil voice and staff voice** to identify and reduce any disparities linked to protected characteristics.
- **Provide ongoing professional development** so staff are confident in promoting inclusion and challenging discrimination.
- **Strengthen partnerships with families and the community** to support a sense of belonging for all groups.
- **Review policies and practices annually** to ensure they uphold equality, dignity and fairness for every member of the school community.

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