



Equality Policy

REVIEWED AUTUMN 2025

‘Green Lane - A Big School with a Big Heart’

OVERVIEW

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

This document also complies with our funding agreement and Articles of Association.

All staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

AIMS

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity wherever possible. We aim to create a safe and secure environment where all can learn without anxiety and where there is mutual respect for others.

We are committed to promoting respect and equality across all protected characteristics and preparing pupils for life in diverse 21st Century Britain.

We recognise and pay attention to the different groups of learners within our school:

- Whatever their gender and gender identity
- Whatever their religious, non- religious or faith background
- Whatever their sexual orientation
- Whatever their ethnicity, culture or national status
- Whether or not they are disabled or have special educational needs

We tackle discrimination quickly and firmly and aim to make equality of opportunity a reality for our children.

This Equality Policy summarises our approach in ensuring equality for all.

OBJECTIVES

To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

To recognise and celebrate diversity within our community whilst promoting community cohesion.

To ensure that this policy is applied to all we do.

To ensure that pupils and parents are fully involved in the provision made by the school.

To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

GOOD PRACTICE

We strive to achieve a culture of inclusion and diversity in which all of those within our school community feel proud of their identity and are able to participate fully in the life of the school. We are committed to ensure equality of opportunity for pupils, staff and parents irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.

We aim to enhance a sense of community locally, as well as in the context of the UK and the World communities.

Through our policies and actions, we undertake to ensure that every child is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

STRATEGIES

Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

Parents and governors will be involved and consulted about the provision being offered by the school.

Teachers will ensure that the teaching and learning takes account of this policy.

The diversity within our school and the wider community will be viewed positively by all.

Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

Professional development opportunities will be provided for staff to ensure they have the knowledge, skills and understanding they need to meet the requirements of this policy.

Contributions will be sought from parents and outside agencies to enrich teaching, learning and the curriculum.

The positive achievements of all pupils will be celebrated and recognised.

OUTCOMES

This policy will play an important part in the educational development of individual pupils.

It will ensure that all pupils are treated equally and as favourably as others.

The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Equality Act 2010.

EQUALITY OBJECTIVE

The Equality Act 2010 requires schools to publish specific and measurable equality objectives.

Our equality objectives are based on our analysis of data and other evidence.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives 2023/24

At Green Lane Primary Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

The following objectives will further support pupils, aim to raise standards and ensure inclusive teaching:

Objective 1: To monitor and analyse pupil achievement by gender, SEND and major ethnicity groups and identify any trends in data which require additional support for pupils.

Objective 2: To support vulnerable learners in making at least expected progress.

Objective 3: To review levels of parental and pupil engagement in learning and school life and to ensure equity and fairness in access and engagement.