



Equality Policy and Action Plan

Last Reviewed	November 2024
Updated	September 2026
Next Review Date	November 2028
Review Calendar	Every Four Years

Introduction

This Equality Policy and Action Plan covers the period 2024-2028 and was updated in September 2026 to reflect current school provision, terminology and equality information. The policy brings together the school's approach to equality and its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty (PSED).

Norbury Manor Primary School is committed to creating an inclusive community in which pupils, staff, parents/carers, governors, visitors and partner agencies are treated fairly, with dignity and respect. Equality is embedded through our RESPECT values, curriculum, teaching, pastoral provision, leadership and decision-making.

The purpose of this policy is to set out how our policies and practices have due regard to the need to:

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

We recognise that equality does not always mean treating everyone in exactly the same way. We identify barriers, make reasonable adjustments and provide additional or targeted support where this is needed to enable participation, achievement and wellbeing.

Our School within the Wider Context

Norbury Manor Primary School is a two-form entry maintained primary school serving a diverse community. Our equality work is informed by school data, pupil and parent voice, safeguarding and behaviour information, attendance, attainment and progress information, SEND and EAL information, and our knowledge of the local community.

Current school profile (September 2026)	Summary
School size	Approximately 420 pupils, Nursery to Year 6
English as an additional language	Approximately 43% of pupils; 37 languages represented, including British Sign Language
Disadvantage	Approximately 31% of pupils are eligible for free school meals
SEND	Approximately 18% of pupils are on the SEND register; the school supports pupils with a wide range of needs, including pupils with EHC plans
Specialist provision	Blossom House, Croydon's Deaf provision, is based on the school site
Inclusion and wellbeing	NurtureUK approaches, mental health and wellbeing support, targeted interventions and adapted curriculum provision are embedded across the school

School profile information changes over time. Current data is reviewed regularly and is used alongside qualitative evidence to identify any emerging inequalities or barriers.

Overall Aims of our Equality Policy

- To eliminate unlawful discrimination, harassment and victimisation.
- To promote equality of access, participation, opportunity and outcome within our school and wider community.
- To promote positive attitudes to difference and good relationships between people of different backgrounds, cultures, faiths, identities, abilities and experiences.
- To identify and reduce barriers that may prevent pupils or adults from participating fully in school life.
- To use evidence to identify where particular groups may need additional support or positive action.

- To ensure equality and inclusion are considered when policies, provision and significant decisions are developed or reviewed.

Our Approach

We aim to embed equality of access, opportunity and outcome across all aspects of school life. We actively promote:

- Shared humanity - recognising common values, aspirations and needs.
- Valuing difference and diversity - celebrating and learning from the richness of our school community.
- Belonging and participation - ensuring pupils and families are listened to and can contribute to school life.
- Excellence and high expectations - ensuring every pupil is supported and challenged to achieve well.
- Personal and cultural identity - providing opportunities to explore identity, heritage, language and community.
- Fairness and social justice - helping pupils understand inequality, challenge stereotypes and contribute positively to society.
- Accessibility and reasonable adjustment - reducing physical, communication, curriculum and participation barriers.

Our Vision

Norbury Manor Primary School seeks to foster a warm, welcoming, nurturing and respectful environment in which discrimination and inequality are challenged, differences are valued and everyone can learn and work free from harassment and prejudice. Our motto, 'Leaders today, learners tomorrow - make every moment count', reflects our ambition for every pupil to participate, develop confidence and succeed.

Our Duties under the Equality Act 2010

The Equality Act 2010 provides protection from discrimination in relation to protected characteristics. For pupils, the school provisions of the Act cover disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Age and marriage and civil partnership are also protected characteristics under the Act and are relevant to aspects of the school's wider responsibilities, particularly employment.

In carrying out our functions, the school has due regard to the three aims of the Public Sector Equality Duty:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We consider equality as part of day-to-day decision-making and when developing or reviewing policies, curriculum provision, staffing arrangements, access, behaviour systems, enrichment, trips, interventions and other aspects of school life.

Roles and Responsibilities

The Headteacher will:

- Oversee implementation of the Equality Policy and Action Plan.
- Ensure governors, staff, pupils, parents/carers and relevant partners are informed about the school's equality duties.
- Ensure staff have access to appropriate training and guidance.
- Ensure equality information and objectives are monitored and reported to governors at least annually.
- Ensure appropriate action is taken where evidence identifies inequality, discrimination or barriers to participation.
- Keep the Senior Leadership Team informed of relevant developments in legislation, guidance and school practice.

The Governing Body will:

- Provide strategic oversight of the school's compliance with equality duties.
- Ensure equality objectives are reflected in school improvement and monitoring.
- Support and challenge leaders in evaluating the impact of actions.
- Review equality information annually and equality objectives at least every four years.
- Ensure relevant policies and plans, including the Accessibility Plan, are reviewed and published as required.

The Senior Leadership Team will:

- Support staff to implement this policy consistently.
- Use school information to identify barriers, trends and priorities.
- Ensure curriculum, teaching, behaviour, safeguarding, attendance, SEND, EAL and wellbeing systems contribute to equality of opportunity.
- Respond appropriately to discriminatory incidents and support pupils, families and staff.

Staff will:

- Promote equality, inclusion and the school's RESPECT values.
- Use adaptive teaching and reasonable adjustments to meet pupils' needs.
- Challenge stereotypes, prejudice and discriminatory language or behaviour.
- Report concerns and incidents in line with school procedures.
- Participate in training and use agreed approaches to support protected and vulnerable groups.

Pupils and parents/carers will:

- Be encouraged to contribute their views through age-appropriate and accessible opportunities.
- Be expected to support the school's values and inclusive ethos.
- Be encouraged to raise concerns where they believe a barrier, discriminatory incident or inequality exists.

Participation, Consultation and Involvement

We seek the views of people from a broad range of backgrounds and experiences. The methods used will vary according to the issue being considered and the needs of those involved.

Group	Examples of engagement
Pupils	School Council and pupil leadership; pupil voice; PSHE; assemblies; class/group discussions; curriculum and Challenge Week activities; surveys and individual reviews.
Staff	Staff meetings and INSET; professional development; subject and phase discussions; appraisal; induction; staff voice and informal consultation.
Governors	Full Governing Body and committee meetings; monitoring visits; reports from leaders; policy and school improvement review.
Parents/carers	Parent consultations; workshops; surveys; meetings; MCAS and other communications; SEND/EHCP reviews; informal and formal feedback.
External partners and visitors	Professional advice, commissioned services, local authority support, specialist agencies and visitor feedback.

Equality Analysis and Decision-Making

Equality analysis is part of our policy development and school improvement processes. It is not limited to identifying possible discrimination; it also helps us identify opportunities to advance equality and foster good relations.

1. Identify responsibility: The leader responsible for a policy, provision or decision considers its equality implications, with appropriate support.

2. Establish relevance: We consider whether the policy or decision may affect pupils, staff, families or groups differently.

3. Gather evidence: We consider relevant quantitative and qualitative information, including school data, pupil/parent voice, safeguarding and behaviour information, attendance, SEND/EAL information and professional advice.

4. Analyse impact: We consider potential positive and negative effects, barriers, reasonable adjustments and opportunities to advance equality.

5. Act and monitor: Where action is needed, this is built into plans and monitored for impact.

6. Review and publish: Equality information is reviewed annually and objectives are reviewed at least every four years.

Commissioned Services and Procurement

When purchasing goods and services or working with external providers, the school considers whether the arrangement could affect equality, accessibility or participation. Where relevant, expectations relating to equality, safeguarding, accessibility and reasonable adjustments are included in specifications, agreements and monitoring.

Our Staff

We comply with equality legislation in relation to recruitment, employment, training, promotion, terms and conditions, disciplinary procedures and staff welfare. We make reasonable adjustments for disabled applicants and employees where required and take incidents of harassment or discrimination seriously.

We aim to create a safe and inclusive workplace, provide appropriate staff training and identify areas for development through leadership, appraisal, staff voice, policy review and professional learning.

Responding to Prejudice-Related Incidents and Bullying

We act to prevent, challenge and respond to prejudice-related incidents, discriminatory language and bullying. This includes incidents related to race, religion or belief, disability, sex, sexual orientation, gender reassignment or other aspects of identity or difference.

Incidents are recorded and reviewed so that patterns can be identified and appropriate action taken. Our response considers the needs of the pupil affected, the pupil responsible, families and the wider school community. Education, restorative work, support and sanctions are used as appropriate and in line with the Behaviour and Anti-Bullying arrangements.

Implementation, Monitoring and Review

Implementation, monitoring and review are the responsibility of the Senior Leadership Team and Governing Body. The school will review and publish information demonstrating compliance with the Public Sector Equality Duty annually. Equality objectives will be reviewed at least every four years.

Progress is evaluated through school improvement processes, governor monitoring, pupil progress and inclusion meetings, attendance and behaviour review, curriculum monitoring, pupil and parent voice, SEND/EAL review and other evidence relevant to the objectives.

Equality Objectives 2024-2028

Using school information and the views of pupils, parents/carers, staff, governors and the wider community, we have identified the following objectives. The objectives remain in place for 2024-2028; the actions below were refreshed in September 2026 to reflect current provision.

- Develop staff training and practice so that staff have a broad range of effective strategies to meet pupils' differing needs.
- Strengthen parental engagement to support pupils' wellbeing, attainment, progress and participation.
- Improve outcomes and equality of opportunity for pupils with SEND, disadvantaged pupils and more able pupils.
- Further develop social, emotional and mental wellbeing so that pupils are able to participate fully in school life.
- Further develop provision for pupils who speak English as an additional language, including pupils who are new to English.

Equality Action Plan 2024-2028 - Updated September 2026

Objective / target group	Actions 2026-2028	Timescale	Monitoring and evidence
Improve outcomes for disadvantaged pupils	Track attainment, progress, attendance and participation; use pupil progress meetings to identify barriers; provide adaptive teaching, 10-week intervention cycles and targeted support; ensure access to enrichment, visits and wider opportunities; review the impact of pupil premium provision.	Ongoing; reviewed termly	Assessment and progress data; attendance; pupil premium review; intervention reviews; participation information; pupil/parent voice.
Improve outcomes and access for pupils with SEND	Use graduated response and individual provision; make reasonable adjustments and curriculum adaptations; review EHC plan and SEND Support provision; deploy hubs and targeted interventions according to need; provide staff training; work with families and external agencies; ensure pupils attending Blossom House can access appropriate mainstream opportunities.	Ongoing; reviewed termly	SEND register and provision maps; EHC plan reviews; individual plans; progress and attendance data; intervention evidence; pupil/parent voice; monitoring.
Further develop provision for pupils with EAL	Assess English proficiency early; identify new arrivals and pupils at early stages of acquisition; use EAL proficiency information to plan provision; provide targeted EAL teaching and FlashAcademy where appropriate; use visual/oral language approaches and Colourful Semantics; support access to the full curriculum; monitor progress and adapt provision.	Ongoing; reviewed at least termly	EAL proficiency information; assessment data; intervention records; FlashAcademy information; planning; pupil progress meetings; pupil voice.
Identify and address attainment or progress gaps between groups	Analyse assessment information by group, including sex, SEND, disadvantage and EAL; investigate gaps rather than assuming a cause; agree targeted actions where evidence identifies a barrier; review impact through the school's assessment and intervention cycle.	Each assessment cycle	Assessment reports; pupil progress meetings; intervention reviews; book looks; lesson visits; pupil voice.
Promote understanding of and respect for difference	Use the curriculum, PSHE, RE, assemblies, RESPECT values, Skills Builder, texts and 'We Are Norbury' opportunities to represent diverse cultures, faiths, families, identities, abilities and experiences; challenge stereotypes and racism; provide opportunities to visit places of worship and learn from visitors and the community.	Ongoing	Curriculum maps; planning; pupil voice; assembly records; learning walks; behaviour/prejudice incident records; Challenge Week evaluation.
Further develop social, emotional and mental wellbeing	Embed NurtureUK approaches and the school's nurturing ethos; use Boxall and other appropriate information to identify need; provide targeted nurture, mentoring and wellbeing support; work with MHST/Tailblazers and other agencies where appropriate; use Zones of Regulation and restorative approaches.	Ongoing; reviewed termly	Wellbeing and pastoral records; Boxall information where used; intervention reviews; attendance; behaviour information; pupil/parent voice; external agency feedback.

Objective / target group	Actions 2026-2028	Timescale	Monitoring and evidence
Strengthen parental engagement and accessibility	Provide clear, accessible communication; use meetings, workshops, MCAS and school website information; support families to understand curriculum, attendance, SEND/EAL provision and online learning; seek parent/carers voice; make reasonable adjustments and use interpretation/translation support where needed.	Ongoing	Attendance at meetings/workshops; surveys and feedback; SEND/EHCP reviews; communication records; website information; parent voice.
Ensure behaviour systems support equality and inclusion	Apply the Behaviour Policy consistently; monitor serious and prejudice-related incidents; use restorative conversations and appropriate support; analyse patterns by relevant pupil groups where appropriate; provide staff training and follow-up actions.	Ongoing; reviewed half-termly/termly	Behaviour and safeguarding records; prejudice-related incident records; Dojo/behaviour information; SLT review; pupil/parent voice.
Improve representation and accessibility across the curriculum and environment	Ensure resources, displays, texts and curriculum examples represent diversity in race, culture, faith, sex, disability and family life; maintain and review the Accessibility Plan; make reasonable adjustments to the physical environment, curriculum and information.	Ongoing	Curriculum and environment walks; subject monitoring; Accessibility Plan review; pupil voice; resource audits.
Develop staff knowledge and inclusive practice	Provide planned training in SEND, EAL, behaviour/safeguarding, curriculum adaptation, wellbeing and equality; use monitoring to identify training needs; share effective strategies and evaluate their impact on pupil access and outcomes.	Across 2026-2028	Training calendar and attendance; monitoring; staff voice; pupil outcomes; appraisal and leadership review.

Key Legislation and Guidance

Equality Act 2010

The Equality Act 2010 provides a single legal framework protecting people from discrimination. It includes provisions relating to schools, employment and the Public Sector Equality Duty.

Protected characteristics under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The application of individual protected characteristics differs according to the function being carried out. In relation to pupils and the provision of education, the school applies the schools provisions of the Equality Act and its duties relating to disability and reasonable adjustments.

Public Sector Equality Duty

The Public Sector Equality Duty requires the school, when exercising its functions, to have due regard to the need to eliminate prohibited conduct, advance equality of opportunity and foster good relations. The school publishes information demonstrating compliance with the duty and equality objectives.

Accessibility planning

The school maintains an Accessibility Plan. This considers how the school will increase access to the curriculum for disabled pupils, improve the physical environment to enable disabled pupils to take better advantage of education and associated services, and improve the availability of accessible information.

Children's rights and safeguarding

Our equality work is also informed by our safeguarding responsibilities and our commitment to children's rights. Safeguarding practice should be anti-discriminatory and sensitive to factors such as disability, ethnicity and social and economic circumstances.

Related School Policies and Plans

- Accessibility Plan
- SEND Policy and SEND Information Report
- Behaviour Policy and Anti-Bullying arrangements
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- PSHE / Relationships and Health Education provision
- Curriculum policies and subject documentation
- Pupil Premium strategy and reporting

Review

This policy was originally reviewed in November 2024 and updated in September 2026 to reflect current school provision and terminology. The equality objectives remain for the 2024-2028 cycle. The Governing Body and Senior

Leadership Team will monitor implementation and progress annually. The next full review is scheduled for November 2028, or earlier if there is a significant change in legislation, guidance or school circumstances.