



Fulwood & Cadley

**Single Equalities
Policy**

2026-27

'Wish it, Dream it, Do it. Be Unique.'

Fulwood & Cadley Primary School

Equality, Equity and Inclusion Policy

1. Statement of Intent

At Fulwood & Cadley Primary School, we are committed to ensuring equality, equity, inclusion and high achievement for all.

We recognise that equality is not about treating everyone the same, but about removing barriers, meeting individual needs and ensuring all pupils can succeed.

Our approach is underpinned by our vision, “*Be Unique*”, and reflected in our ambition that every pupil:

- Feels safe, valued and respected
- Achieves well from their starting points
- Is prepared for life in modern Britain

We maintain high expectations for all pupils, regardless of background or need.

2. Legal Duties and Compliance

This policy meets the requirements of the Equality Act 2010 and the Public Sector Equality Duty.

We actively:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between different groups

We ensure compliance through:

- Regular policy review
- Equality Impact Assessments (EIAs)
- Monitoring of outcomes and provision

3. Leadership and Accountability

Leaders at all levels ensure that equality and inclusion are embedded, monitored and evaluated.

The Headteacher and Senior Leaders will:

- Set a clear, inclusive vision with high expectations
- Monitor outcomes for different groups
- Ensure staff are trained and held accountable
- Report regularly to governors

Governors will:

- Provide challenge and strategic oversight
- Review equality data and impact
- Ensure statutory duties are met

Middle leaders will:

- Ensure inclusive curriculum design
- Monitor provision and outcomes within subjects

4. Quality of Education (Intent, Implementation, Impact)

Intent

The curriculum is designed to:

- Be ambitious and inclusive for all learners
- Reflect diversity, equality and representation
- Remove barriers to learning
- Promote respect, tolerance and understanding

Implementation

Teachers:

- Adapt teaching to meet the needs of all pupils
- Use assessment effectively to identify gaps
- Provide targeted support and intervention
- Use inclusive resources and avoid stereotyping

Pupils:

- Access a broad and balanced curriculum
- Participate fully in lessons and wider opportunities

Impact

We evaluate impact through:

- Progress and attainment data
- Work scrutiny and lesson visits
- Pupil voice
- Participation rates

Outcomes show that:

- Gaps between groups are identified and diminishing
- Pupils are well prepared for the next stage

5. Behaviour, Attitudes and Personal Development

We promote a culture where:

- Respect and kindness are expected and modelled
- Diversity is celebrated
- Pupils feel safe and confident

We have:

- Zero tolerance for discriminatory language or behaviour
- Clear systems for reporting and addressing incidents
- Strong pastoral support

Personal development is strengthened through:

- Pupil voice (e.g. school council)
- Assemblies and curriculum content
- Opportunities to explore identity, equality and diversity

6. Inclusion and Provision

We ensure that all pupils, including those who are disadvantaged or vulnerable, receive the support they need.

This includes:

- Pupils with SEND
- Pupils with EAL
- Disadvantaged pupils (Pupil Premium)
- Looked After Children
- Pupils with social, emotional or mental health needs

Provision is:

- Carefully planned
- Regularly reviewed
- Impact-driven

Reasonable adjustments are made to ensure full access to:

- The curriculum
- The physical environment

- Information

7. Use of Data and Monitoring

Leaders use robust systems to monitor:

- Attainment and progress
- Attendance and persistent absence
- Behaviour and exclusions
- Bullying and discriminatory incidents
- Participation in enrichment

Data is analysed by:

- Gender
- Ethnicity
- SEND
- Disadvantage

This ensures:

- Early identification of gaps
- Targeted intervention
- Measurable improvement

8. Safeguarding and Wellbeing

Equality and inclusion are integral to safeguarding.

We ensure:

- All pupils feel safe and protected
- Vulnerable groups are identified early
- Staff understand contextual and cultural factors

We recognise that:

- Discrimination can be a safeguarding issue
- Both victims and perpetrators may need support

9. Staff Development and Culture

We maintain a professional culture where:

- Equality is everyone's responsibility
- Staff receive regular training
- Inclusive practice is expected and monitored

Recruitment and development processes are:

- Fair
- Transparent
- Free from bias

10. Engagement with Parents and Community

We work in strong partnership with families and the wider community.

We:

- Communicate effectively with all parents
- Remove barriers to engagement
- Promote inclusion in school life

We value the diversity of our community and actively build links that:

- Support cohesion

- Enhance learning
- Promote mutual respect

11. Equality Objectives

1. Reduce attainment gaps
Ensure that differences in outcomes between groups are identified and diminish over time.
2. Improve outcomes for disadvantaged pupils
Accelerate progress and attainment, particularly in core subjects.
3. Increase participation and engagement
Ensure equitable access to enrichment, leadership opportunities and wider school life.

12. Evidence of Impact

Leaders evaluate the effectiveness of this policy through:

- Published performance data
- Internal tracking and analysis
- Behaviour and safeguarding records
- Pupil, parent and staff voice
- External validation (e.g. Ofsted, LA reviews)

Impact is demonstrated by:

- Strong outcomes across groups
- Inclusive practice observed consistently
- Positive school culture and relationships

13. Review and Publication

This policy:

- Is reviewed annually – summer term
- Is available on the school website
- Is shared with staff and governors

Final Statement

At Fulwood & Cadley Primary School, equality and inclusion are central to achieving excellence for all.

We ensure that:

- Barriers are removed
- Differences are respected
- Every pupil is supported to succeed