CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Equalities Policy: *Public Sector Equalities Duty*

Responsibility:	Head Teacher
Updated:	September 2026
Approved by Board:	September 2026
Next Review Date:	September 2027

Introduction
At COLPAI we ensure that every pupil leaves our school with the highest aspirations, an enquiring mind and respect for themselves and their community. We are an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We firmly believe that achievement is rooted in firstly meeting children's emotional, social and physical needs.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. When developing the policy, we have taken account of the DfE guidance on the Equality Act 2010 and The Equalities Act 2010 (Specific Duties) Regulations 2011.

Our approach to equality is based on the following 7 key principles

1. All learners are of equal value and we do not discriminate against disability, ethnicity, culture, national origin or status, gender or gender identity, religious, non-religious affiliation or faith background or sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. Through our school values, broad and balanced curriculum, enterprise units of work and PHSE programme, we foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging which is reinforced through our vision, ethos, values and curriculum provision. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy
The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or during pregnancy or maternity. Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

Links to other policies and documentation
Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters. There are also references in the behaviour, admissions, SEN and anti-bullying policies, pupil premium policy as well as minutes of meetings involving governors, the whole staff, the senior leadership team and school council.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

- The Head Teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration and this is available for review if required.

- We actively promote equality and diversity though our school values, through a broad and balanced curriculum and by creating an environment which champions respect for all.

- Our admissions arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender reassignment. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

What we are doing to advance equality of opportunity between different groups

- We work in partnership with parents and carers to identify children who have a disability through our pupil admissions meetings.
- We publish an analysis of standards reached by different groups at the end of each key stage:
- We are aware that the legislation relates mainly to current but also to future pupils. We will, for example, be sufficiently prepared if a Visually Impaired, Hearing Impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

- Through our PHSE and enterprise units we prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through RSE, PSHE and Citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability- avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting.
- secure and analyse responses from staff surveys, staff meetings and training events.
- review feedback and responses from the children and groups of children, from the school council, RSE lessons, PSHE lessons, whole school surveys on children's attitudes to self and school.
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

Roles and Responsibilities
We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body
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. Each governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys) as part of governor monitoring visits and learning walks throughout the year.

Head Teacher and Leadership team
The Head Teacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff
All teaching and support staff will:
- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur

- plan and deliver curricula and lessons that reflect the school's principles e.g. in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Equalities Objectives 2026-27

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils

Objective 2: To monitor the progress and attainment of disadvantaged children

Objective 3: To ensure discrimination and stereotyping play no part in the recruitment and selection process of staff and their future professional development. To select the best applicants for the job based on merit alone and free from bias on the grounds of factors such as age, disability, gender, or race that are not relevant to the person's ability to do the job.

Actions to ensure that equalities objectives are met

<table>
<tr><td colspan="2">Objective 1:
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils</td></tr>
<tr><td>Impact/Success Criteria/outcomes</td><td>Monitoring/evaluation/recording</td></tr>
<tr><td>All pupils have equal access to the curriculum.
All children regardless of their race, gender and disability are supported in their learning.</td><td>• Data Analysis
• School Tracking Systems
Work/planning scrutiny
• Learning walks
• Lesson observations
• Pupil voice
• Pupil progress reviews</td></tr>
<tr><td colspan="2">Tasks/ actions</td></tr>
<tr><td colspan="2">• To continue to ensure that the curriculum is relevant to the whole school population
• To build upon the existing programme of events, trips and visitors
• Pupil data to be evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions are to be put in place
• To implement the SDP</td></tr>
</table>

Objective 2:
To narrow the FSM/ NON FSM gap and monitor the progress of disadvantaged pupils

Impact/Success Criteria/outcomes	**Monitoring/evaluation/recording**
The curriculum provides a wide range of opportunities for problem solving and reasoning All pupil premium children are carefully targeted and supported in their learning.	• Data Analysis • School Tracking Systems • Work/planning scrutiny • Learning walks • Lesson observations • Pupil voice • Pupil progress reviews

Tasks/ actions

Power maths
Rigorous implementation of daily Phonics programme, decodable books and application of phonics across all areas of learning
TFW
Creative approaches to raise writing attainment in writing (drama and visual) literacy)
To implement the pupil premium policy

Objective 3:
To ensure equality of opportunity in the recruitment process of high quality staff and their subsequent professional development.

Impact/Success Criteria/outcomes	**Monitoring/evaluation/recording**
Staff team appointed on merit and reflects the diverse and vibrant local community of the school. Positive role models encourage aspiration of our pupils.	• Monitor applications Based on: • Age • Disability • Gender • Gender re-assignment • Sexual Orientation • Pregnancy & Maternity • Race • Religion and/or beliefs

Tasks/ actions

a) Recruitment:

Decisions regarding how and where advertising of vacancies are placed should take in to account the Academy's commitment to enabling access.
Candidates for vacant posts will be assessed similarly against relevant criteria only (e.g. skills, qualifications and experience). Information relating to protected characteristics will be excluded from consideration in the recruitment process.
The Academy will collect and record information about the age, disability, gender, gender recognition, ethnicity, religion and other beliefs and sexuality of candidates for Equalities. This information will be reviewed regularly by the Governing Board.

b) Staff Development:

All employees have a right to be developed in their role to the best of their ability. All must have equal access to training, career development and promotion.

All colleagues joining the Academy will be provided with induction training that includes reference to our Equal Opportunities Policy.
Records of staff training undertaken will be maintained and presented to governors annually.