



Farsley Springbank Primary School

Be the best you can be. '



Single Equality Policy

Vision and Values

At Farsley Springbank Primary School, our Single Equality Policy is rooted in our school vision and values. We are committed to ensuring that every child is known, valued and inspired to be the best they can be. We aim for all pupils to thrive academically, socially and emotionally, within a school culture that promotes courage, kindness and curiosity.

We believe that equality, inclusion and respect are fundamental to creating a safe, nurturing and ambitious learning environment. We celebrate diversity within our school community and are committed to removing barriers to learning, participation and achievement so that all pupils can flourish.

Legal Framework and Statutory Duties

This policy is informed by, and complies with, the Equality Act 2010 and the Public Sector Equality Duty (PSED).

Under the Equality Act 2010, Farsley Springbank Primary School has a duty to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between people who share a protected characteristic and those who do not
3. Foster good relations between people who share a protected characteristic and those who do not

The protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race (including ethnicity, colour and nationality)
- Religion or belief
- Sex
- Sexual orientation

This policy applies to all members of the school community, including pupils, staff, governors, parents, carers and visitors.

School Context

Farsley Springbank Primary School is a two-form entry primary school serving a large urban village. The school is part of the Pudsey extended services Cluster and the Pudsey Family of Schools. There are 419 pupils on roll.

- 6.2% of children are Targeted Free School Meals (FSM), compared to 24.9% for state-funded primary schools nationally.
- 8.1% of children were from Black and Minority Ethnic (BME) backgrounds, compared to 38.9% for state-funded primary schools nationally.
- 1.7% of children had English as an additional language (EAL), compared to 23.8% for state-funded primary schools nationally.

- 12.4% of children had special educational needs (SEN), compared to 19.5% for state-funded primary schools nationally.

Understanding equality and Farsley Springbank

At Farsley Springbank Primary School, equality means recognising that different people have different needs and experiences, and that achieving equality may require different approaches and reasonable adjustments.

We understand that pupils may experience overlapping vulnerabilities, for example where SEND, disadvantage, emotional wellbeing, attendance or language needs intersect. Our approach is therefore inclusive, flexible and responsive, ensuring that all pupils are supported to make strong progress from their individual starting points.

OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at Farsley Springbank Primary School are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- whichever their gender and sexual orientation
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age

Principle 3: 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- promote positive intergenerational attitudes and relationships.

Principle 4: We ensure that the recruitment, retention and ongoing development of staff and governors is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- Lesbian, Gay, Bisexual and Transgender
- Age (where appropriate)

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys.
- Lesbian, Gay, Bisexual and Transgender
- People of different ages and between generations

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys.
- Lesbian, Gay, Bisexual and Transgender
- People of different ages and between generations

Our Commitment to Inclusion, SEND and Disadvantage

Equality at Farsley Springbank is closely aligned with our inclusive ethos and our approach to SEND, adaptive teaching and support for disadvantaged pupils.

We are committed to:

- Removing barriers to learning and participation
- Ensuring high-quality, inclusive teaching for all pupils
- Providing reasonable adjustments and targeted support where needed
- Monitoring the progress, attendance and wellbeing of pupils who may be disadvantaged or have additional needs
- Evaluating the impact of support on progress, independence and wellbeing

SEND provision, adaptive teaching and equality are not viewed as separate strands, but as part of a coherent whole-school approach to meeting the needs of every learner.

Equality in Teaching, Learning and the Curriculum

We promote equality through:

- An inclusive curriculum that reflects diversity and promotes respect, understanding and tolerance
- Adaptive teaching approaches that enable all pupils to access learning alongside their peers
- High expectations for all pupils, including those with SEND, those who are disadvantaged, those with EAL and those working above age-related expectations
- Opportunities for pupils to explore equality, identity and respect through PSHE, assemblies and wider curriculum opportunities

We actively review the curriculum, including the hidden curriculum, to ensure that it does not reinforce stereotypes or disadvantage any group.

Behaviour, Attendance and Wellbeing

We recognise the close relationship between equality, emotional wellbeing, behaviour and attendance.

Our behaviour and attendance approaches are underpinned by fairness, consistency and understanding, recognising that unmet needs or barriers may influence behaviour or engagement. We prioritise early identification, support and partnership working to prevent escalation and ensure that all pupils feel safe, valued and supported.

Addressing Prejudice and Discrimination

Farsley Springbank Primary School has a zero-tolerance approach to discrimination, harassment and prejudice-related bullying.

This includes prejudice related to:

- Disability and special educational needs
- Race, ethnicity and religion (including antisemitism and Islamophobia)
- Sexism, homophobia, biphobia and transphobia

All incidents are taken seriously, recorded appropriately and addressed in line with school policies and local authority guidance. Patterns and trends are monitored and reported to governors as required.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school complies with equality legislation and that this policy is implemented and reviewed effectively.

Headteacher and Senior Leaders

The Headteacher and Senior Leadership Team are responsible for:

- Implementing this policy
- Ensuring staff receive appropriate training
- Monitoring equality outcomes
- Taking action where discrimination occurs

Staff

All staff are expected to:

- Promote an inclusive and respectful ethos
- Challenge prejudice and discriminatory language or behaviour
- Support pupils fairly and equitably
- Reflect equality and diversity within teaching and learning

Pupils

Pupils are encouraged to:

- Treat others with respect and kindness
- Celebrate difference
- Use their voice to share experiences and concerns

Equality Objectives

In line with statutory guidance, the school has set the following equality objectives:

Equality Objective 1

To improve access to learning and participation for pupils with SEND and/or additional needs, ensuring they make strong progress from their individual starting points and develop increasing independence and wellbeing.

Equality Objective 2

To reduce barriers linked to disadvantage by monitoring and addressing differences in attainment, attendance and engagement, ensuring support is timely, targeted and evaluated for impact.

Equality Objective 3

To strengthen inclusive practice and representation across the curriculum, ensuring that all pupils feel valued, respected and reflected in school life.

These objectives are reviewed annually and updated at least every four years.

Monitoring, Evaluation and Reporting

We monitor the impact of this policy through:

- Analysis of attainment, progress, attendance and behaviour data
- SEND and disadvantaged pupil monitoring
- Pupil voice and wellbeing surveys
- Staff and parent feedback
- Review of prejudice-related incidents

Equality outcomes are reviewed regularly by senior leaders and reported to governors annually.

Consultation and Engagement

The school consults widely when developing and reviewing equality practice, including:

- Pupils (School Council, pupil voice activities)
- Staff
- Governors
- Parents and carers
- External partners where appropriate

This ensures our approach reflects lived experience and continues to evolve.

Date approved by full Governing Body September 2026

Review Date September 2028