



Whole School Equality Policy

This policy was approved and ratified by
the Full Board of Trustees of Cox Green School

on

2nd December 2025



Revision Overview

Version	Area
V1.4	1.4, 4.2, 9.3, 15.1, 19, 21, 22, 23, 24, Appendix2



1. Introduction

- 1.1 Cox Green School is an inclusive school where we focus on the well-being and progress of every student and where all members of our community are of equal worth.
- 1.2 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.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child 1990, the UN Convention on the Rights of People with Disabilities, the Human Rights Act 1998 and the Equalities Act 2010.
- 1.4 When developing the policy, we have taken into account the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2025, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.
- 1.5 We note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.
- 1.6 Our approach to equality is based on the following 7 key principles:
 - All learners are of equal value; whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation;
 - 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;
 - We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other;
 - We foster a shared sense of cohesion and belonging. 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;
 - We observe good equality practice for our staff. 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 as outlined in our Staff Equality, Equity, Diversity and Inclusion Policy;
 - We have the highest expectations of all our students. We expect that all students can make good progress and achieve their highest potential.
 - We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.



2. Purpose of Policy

- 2.1 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 students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.
- 2.2 Age, marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to students.
- 2.3 The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties.

3. The Public Sector Equality Duty or “General Duty”

- 3.1 This requires all public organisations, including schools, to:
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups;
 - Foster good relations between different groups.

Two “specific duties”

This requires all public organisations, including schools, to:

- Publish information to show compliance with the Equality Duty by April 6th 2012;
 - Publish Equality objectives at least every 4 years, which are specific and measurable by April 6th 2012.
- 3.2 This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations.

4. Equality Working Group and Student Groups

- 4.1 Cox Green School is developing a long-term programme to promote equality, entitled Unity. This programme is developing a whole school approach to anti-racism, making use of assemblies, personal development sessions, drop-down days, workshops and external speakers. There is also a student and staff group to help drive this programme, led by an Associate Senior Leader. This is part of our commitment to promoting equality and ensuring we are an inclusive school.



4.2 In addition, other student groups are well supported, such as an LGBTQ+ group and the Wellbeing Ambassador's Group. Where a need is identified by either staff or students, further groups will be created.

5. Links to Other Policies and Documentation

5.1 This policy is the key document for information about our approach to equality in line with the Public Sector Equality Duty. It is further detailed with regard to staff in the Staff Equality, Equity, Diversity and Inclusion Policy.

5.2 We ensure that information about our responsibilities under the Equality Act is also included in our School Development Plan, Self-Evaluation Review, the school prospectus, accessibility audit and plan, school website, newsletters and other publications.

5.3 There are also references in the Behaviour, Admissions, SEND and Anti-bullying Policies as well as minutes of meetings involving Trustees, the whole staff, Senior Leadership Team and student leadership groups.

5.4 The Equality Act also applies to schools in their role as employers, and the way we comply with this is found in our personnel policies.

6. What We Are Doing to Eliminate Discrimination, Harassment and Victimisation

6.1 We take account of equality issues in relation to admissions and suspensions relating to educational provision and the way we provide access for students to facilities and services. We are aware of the reasonable adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled students from being placed at a disadvantage compared to their non-disabled peers.

6.2 The Headteacher 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 ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. 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.

6.3 We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

6.4 Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.



7. Behaviour, Suspensions and Attendance

- 7.1 The school policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for students with a disability. We closely monitor data on suspensions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

8. Addressing Prejudice and Prejudice-Based Bullying

- 8.1 The school challenges all types of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:
- Prejudices around disability and special educational needs;
 - Prejudices around race, religion or belief, for example, anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum;
 - Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.
- 8.2 There is guidance in the Race Equality and Anti-Bullying school policies on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.
- 8.3 We keep a record of different prejudice-related incidents and provide a report to the Trustees about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

9. What We Are Doing to Advance Equality of Opportunity Between Different Groups

- 9.1 We know the needs of our school population very well and collect and analyse data to inform our planning and identify targets to achieve improvements. We have procedures, working in partnership with parents and carers, to identify students who have a disability through our student admissions meetings. We collect data, monitor progress and outcomes of different groups of students, and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- 9.2 We collect, analyse and publish data:
- On the school population by gender and ethnicity;
 - On the % of students identified as having a special educational need and/or disability, and by their principal need or disability;
 - By year group – in terms of ethnicity, gender and proficiency in English;
 - On inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
- 9.3 We publish an analysis of standards reached by different groups at the end of each Key Stage:
- FSM and non-FSM;
 - Ever6;
 - Ethnic Groups;
 - Gender groups;
 - EAL;
 - ALL SEND;



- SEND School Support;
- SEND Educational Health Care Plans and/or Statements;
- Looked After students;
- More Able;
- Refugees.

9.4 We also collect, analyse and use data in relation to attendance and exclusions of different groups.

9.5 We use a range of teaching strategies that ensure we meet the needs of all students. We provide support to students 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.

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

- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Girls and boys.

9.4 We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary. Our planning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity. Pupils will have opportunities to explore concepts and issues relating to identity and equality. All pupils have access to qualifications which recognise attainment and achievement and promote progression.

10. Positive Action

10.1 We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. All students/staff/parents/carers are given support as appropriate when they experience or perceive discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, restorative work is done to ensure that the actions do not occur again. Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community. The actions will be designed to meet the school's Equality Objectives.

11. What We Are Doing to Foster Good Relations

11.1 We prepare our students 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 students. We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through our Personal Development Curriculum (PD), which includes 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.



11.2 We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. We include the contributions of different cultures to world history, which promote positive images of people. We provide opportunities for students to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through assemblies, visitors, whole school events, drop-down days and cultural experiences.

12. Other Ways We Address Equality Issues

12.1 We have a rolling programme for reviewing all of our school policies, including equality issues and their impact on the progress, safety and well-being of our students. The implications for equality of new policies and practices are considered before they are introduced.

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

- Review relevant feedback from Parents' Evening, parent-school workshops and Trustees' parent-consultation meetings;
- Secure and analyse responses from staff surveys, staff meetings, and training events review feedback and responses from the students and groups of students, PD lessons, whole school surveys on students' attitudes, for example, the Oxwell Survey).
- Analyse issues raised in reviews of progress on Individual Support Plans, mentoring and support; ensure that we secure responses and feedback at Board of Trustees meetings and from the Board of Trustees committees.

13. Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

13.1 The objectives which we identify represent our school's priorities and analysis of data. They also take into account national and local priorities and issues.

13.2 We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data analysis, which informs our discussions about the Equality Objectives.

14. Roles and Responsibilities

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

15. Board of Trustees

15.1 The Board of Trustees is responsible for ensuring that the school complies with:

- Legislation, and that this policy and its related procedures and action plans are implemented. The Board of Trustees has a watching brief regarding the implementation of this policy.



- Every Board of Trustees 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.

16. Headteacher and Leadership Team

- 16.1 The Headteacher 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.
- 16.2 Senior Leadership annually reviews the Equality Policy and evaluates the success of the school's Equalities Work, taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).
- 16.3 A designated member of staff has day-to-day responsibility for co-coordinating the implementation of the policy and for monitoring outcomes. They will have expert and informed knowledge of the Equality Act.

17. Teaching and Support Staff

- 17.1 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, for example, in providing materials that give positive images in terms of race, gender and disability;
 - Maintain the highest expectations of success for all students;
 - Support different groups of students 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 equality legislation relevant to their work.
- 17.2 We will provide training and guidance on Equality for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

18. Visitors

- 18.1 All visitors to the school, including parents and carers, are expected to support our commitment to equality and comply with the duties set out in this policy.

19. Key Contacts

Staff responsible for student equality: Kalim Hussain
Staff responsible for staff equality: Charlotte Morgan-Russell

20. Equality and Diversity Policy for Staff

- 20.1 There is a separate Equality and Diversity policy that relates to staff called the 'Staff Equality, Equity, Diversity and Inclusion Policy'.



- 20.2 We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made based on merit and ability and in compliance with the law.
- 20.3 We are also concerned to ensure, wherever possible, that the staffing of the school reflects the diversity of our community. As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practices and actively promote equality across all groups within our workforce. We respect the religious beliefs and practices of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice according to our Special Leave of Absence Policy.
- 20.4 We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

21. Monitoring and Reviewing the Policy

- 21.1 We review the information about equalities in the policy annually and make adjustments as appropriate.

22. Disseminating the Policy

- 22.1 This Equality Policy, along with the Equality Objectives and data, are available on the school website. A copy of this policy is also shared on the staff intranet.
- 22.2 Copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs, are published on the school's website.

23. Review of Policy

- 23.1 This policy shall be reviewed every 3 years by the Full Board of Trustees.

24. Version History

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Full Governing Body	2/12/14	2/12/14	July 2016
This policy was delegated to the People and External Relations Committee in October 2016				
1.1	People & External Relations Committee	4/10/16	4/10/16	Oct 2019
1.2	People & External Relations Committee	2/6/2020	2/6/2020	June 2024
1.3	People & External Relations Committee	11/2/22	11/2/22	Feb 2026
This policy was delegated to the Full Board of Trustees in December 2025				
1.4	Full Board of Trustees	2/12/25	2/12/25	Dec 2026



Appendix 1

Checklist for School Staff and Trustees

- Cox Green School collects information on race, disability and gender with regard to both students and staff, e.g. student achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, Trustees, students and other stakeholders.
- Cox Green School publishes information to demonstrate purposeful action on the general duties.
- Cox Green School analyses student achievement in terms of progress and standards for different groups and takes action when trends or patterns indicate a need.
- Cox Green School sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- Cox Green School ensures that all staff understand and implement the key requirements of the Equality Policy.
- Cox Green School ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference.
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of students in terms of difference and reflects the diversity of the school, minority ethnic groups, disabled and both male and female role models. Those vulnerable groups are promoted positively in lessons, discussions and assemblies.
- Cox Green School environment is increasingly accessible to students, staff and visitors to the school.
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information.
- The Board of Trustees is representative of the community it serves.
- Procedures for the election of parent Trustees are open to candidates and voters who are disabled.



Appendix 2:

Public Sector Equality Duty Statement

Public bodies such as schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation, and this statement sets out how we endeavour to achieve this at Cox Green School. We believe that the right of every single person to be treated with equal dignity and compassion alongside equal legal protection is fundamental to the ethos that underpins everything we do in school.

We welcome our duties under the Equality Act 2010. The Equality Act makes explicit our responsibility to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

We will not discriminate against, harass or victimise any pupil, prospective pupil or other member of the school community because of their:

- Sex;
- Disability;
- Age;
- Race;
- Religion or belief;
- Sexual orientation;
- Gender reassignment;
- Pregnancy or maternity;
- Marriage and civil partnership.

Central to a commitment to fulfil this responsibility is a recognition that all groups with protected characteristics fall within the compass of the human race as a whole, and who by definition therefore have equal status and equal rights.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to Eradicate Discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful and emphasising the importance of kindness as one of our core values;
- The development of our Unity Programme for staff and students that has a specific focus on reducing discrimination;



- Promoting an understanding of diversity through the development of student groups that promote diversity, such as Unity & Qmmunity;
- Always treating all members of the school community fairly;
- Developing an understanding of diversity and the benefits it can have;
- Adopting an inclusive attitude;
- Adopting an inclusive curriculum that is accessible to all.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts with their own beliefs.

Dealing with Prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school seriously. When an incident is reported, through our thorough reporting procedure, our school is committed to ensuring appropriate action is taken and a resolution is put into place using a restorative approach.

Our pupils are taught to be:

- Understanding of others;
- Celebratory of cultural diversity;
- Eager to reach their full potential;
- Inclusive;
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community;
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality;
- Encourage and adopt an inclusive attitude;
- Lead by example.

Equality and Dignity in the Workplace

We do not discriminate against staff with regard to their:

- Age;
- Disability;
- Gender reassignment;
- Marital or civil partner status;



- Pregnancy or maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation.

Equality of opportunity and non-discrimination extend to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action. Any redundancy processes will also be non-prejudicial.

Objectives

Our equality objectives are based on the principles of human rights and human dignity, and can be summarised as follows:

- To ensure that the school retains a culture of advancing equality both in its policies and its practices;
- To develop the student's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs;
- To deepen an understanding among all students and staff of the strengths and needs of all protected characteristic groups;
- To continue to seek ways in which the culture, policies and practices within the school can be further improved to advance equality and to eliminate discrimination;
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

Principles into Practice

The following list covers some of the main ways in which we seek to implement our moral and legal responsibilities to ensure equality within school, both as an employer and provider of education. We believe that equal opportunities is an unquestionable principle, and these elements taken together are the basis on which we seek to demonstrate and promote this principle.

- The Board of Trustees' review of policies will always take into account relevant equal opportunity implications. Where relevant, the details of equal opportunity considerations will be specifically identified.
- We regularly analyse the progress and attainment of all students in the school, including the progress and attainment of specific pupil groups. Where we identify significant variations between the students who share a protected characteristic and students in the school generally, we then explore the reasons behind this.
- All aspects of the curriculum are open to all students, and we will accommodate any particular needs of a student or group of students.
- We model the British values of respect and tolerance to all people, irrespective of characteristics, and we consider it our moral duty to promote and develop this understanding in the students themselves. We will work with our students to strengthen their understanding of why any behaviours or language have not been appropriate.



- We promote a culture in which students feel comfortable sharing concerns and worries with adults in school. Although worries can affect all students, those in protected characteristic groups can face greater barriers than their peers do.
- We seek to promote a culture in the school that recognises the needs of staff members, whether this is in terms of emotional support, time to attend religious events or medical appointments, or requests for changes in working arrangements.
- We also promote a culture in which parents feel comfortable approaching the school with concerns or difficulties, which again can sometimes be linked to their membership of a protected characteristic group.
- As an employer, we comply with our Equality and Diversity Policy in all recruitment processes.
- We are committed to the implementation of the national living wage.

Cox Green School continuously works towards a more accepting and respectful environment for our school community.

The school's Staff Equity, Diversity and Inclusion Policy further outlines the school's policy regarding equality.