CUBITT TOWN PRIMARY SCHOOL

Equality and Diversity Policy

Every child grows • Every voice matters • Every day counts

This policy applies to staff, pupils, parents and governors

Adopted by the governing body	November 2025
Review date	November 2027 (every two years, or sooner if the law changes)
Related document	Equality Information and Objectives 2026–2030

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1. Definition

Cubitt Town Primary School has adopted the Equalities Review (2007) definition of an equal society, which strengthens our approach to equality and diversity:

'An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people's different needs, situations and goals and removes the barriers that limit what people can do and can be.'

This policy covers the provisions of the Equality Act 2010, which brought together and replaced previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995), to ensure the school is a fair place to work and learn and complies with the law.

The school considers the equality impact of its policies and decisions, using the Equality Impact Assessment in Appendix 1.

2. Introduction

Cubitt Town Primary School is committed to providing an environment free from discrimination, bullying, harassment and victimisation, where all members of our community are treated with respect and dignity. We serve a diverse community on the Isle of Dogs, including families of many faiths, cultures, languages, family models and backgrounds, and we celebrate this diversity. We aim to create a dynamic working and learning environment where everyone is valued for their contribution.

Our commitment is reinforced by our vision – **together we strive for excellence** – our promise that **every child grows, every voice matters and every day counts**, and our 6C values of **Care, Communication, Collaboration, Curiosity, Challenge and Commitment**. We aim to make sure these commitments are part of our day-to-day practice across the school community.

Cubitt Town Primary School is committed to equality of opportunity for all, and will not discriminate because of any of the nine protected characteristics under the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, nationality and ethnic or national origin)
- religion or belief (including lack of belief)
- sex
- sexual orientation

We are also committed to fair treatment regardless of caring responsibilities, socio-economic background or trade union membership.

The Public Sector Equality Duty

As a public body, the school must meet the Public Sector Equality Duty (section 149 of the Equality Act 2010). In everything we do, we have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not;

- foster good relations between people who share a protected characteristic and people who do not.

Under the Equality Act 2010 (Specific Duties) Regulations 2017, we publish equality information every year and at least one specific, measurable equality objective at least every four years. These are set out in our **Equality Information and Objectives 2026–2030**.

Our aims

- To comply with our legal obligations.
- To treat all existing and potential pupils, families, staff and visitors with dignity and respect.
- To ensure our partnership and contract arrangements promote equality of opportunity.
- To work with and between communities to develop and strengthen relationships.
- To have a workforce that reflects all sections of our community.
- To ensure that staff, pupils and those who apply to work or study with us are treated fairly, and judged solely on merit and on their skills, abilities, qualifications, aptitude and potential.
- To ensure all contractors and service providers working on behalf of the school know about this policy and are expected to follow it.

Types of discrimination

Direct discrimination occurs when someone is treated less favourably than another person in similar circumstances because of a protected characteristic. This includes discrimination based on perception or assumption. Examples include failing to shortlist applicants from a particular ethnic background who meet the criteria; refusing a woman promotion because she might start a family; refusing a pay rise because a teacher is pregnant; or treating someone unfavourably because they have cancer or are HIV positive.

Indirect discrimination occurs when a practice, policy or rule that applies to everyone in the same way puts people who share a characteristic at a particular disadvantage, and cannot be justified. Examples include requiring fluent spoken English where a job does not require verbal communication, or refusing to consider part-time working.

Discrimination by association occurs when someone is treated unfavourably because of their association with someone who has a protected characteristic – for example, because a person has gay friends or relatives, or is married to someone of a particular religion.

Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected to their disability, and this cannot be justified. Schools also have a duty to make **reasonable adjustments** for disabled pupils and staff.

Harassment is unwanted conduct related to a protected characteristic that violates someone's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. **Victimisation** is treating someone badly because they have made or supported a complaint about discrimination.

Occupational requirements

In rare cases, the law allows a job to require a particular protected characteristic where this is an occupational requirement and a proportionate way of achieving a legitimate aim. If such a requirement cannot be justified, it may be unlawful. An employment tribunal may find unlawful discrimination even where there was no intention to discriminate.

3. Equality for our pupils

Our commitment to equality applies to every part of school life for our pupils, including admissions, the curriculum, teaching, behaviour, exclusions, clubs, trips and pastoral support. In particular we:

- plan an inclusive curriculum that reflects the diversity of our community and the wider world, and teaches children to recognise and challenge prejudice and discrimination;
- make reasonable adjustments so that pupils with SEND and medical conditions can take part fully, in line with our Accessibility Plan and SEND Policy;
- support pupils learning English as an additional language to access the curriculum;
- record, respond to and monitor prejudice-related incidents, including racism, sexism, homophobia and disability-related bullying, in line with our Behaviour Regulation and Anti-bullying policies;
- monitor the attainment, attendance, behaviour and participation of different groups of pupils, and act where gaps appear;
- support the London Borough of Tower Hamlets' commitment to being an anti-racist borough and the THSCP Anti-Racist Charter;
- give every pupil a voice through our oracy work as a Voice 21 Centre of Excellence, pupil leadership roles and pupil surveys.

4. Application of the policy

Recruitment and selection

- Recruitment advertising will encourage applications from all sections of the community, reflecting our commitment to equality and diversity.
- Adverts will appear where they will reach a wide and suitable range of candidates.
- Job descriptions, person specifications and adverts will be based on the essential and justifiable requirements of the role.
- Shortlisting, appointment and rejection decisions will be transparent, justifiable and supported by written notes.
- Reasonable adjustments will be made for disabled candidates during the recruitment process.

Staff development

- All staff will have equal access to induction, professional and career development opportunities and facilities.
- All staff and governors will receive regular training on equality, diversity and inclusion.

Appraisal and pay

- Probation and appraisal procedures will be clear and transparent and applied fairly to all staff.
- Pay decisions will follow the school's Pay Policy and be applied fairly to all staff, including those on maternity or other family leave.

Disciplinary and grievance

- Disciplinary and grievance procedures will be applied fairly and transparently for all staff.
- Allegations of discrimination, harassment or inappropriate behaviour will be dealt with under the appropriate procedures.

5. Implementation

This policy applies to all staff employed by the Governing Body, and to governors, volunteers, contractors, job applicants, students on placement, trainees and anyone holding an honorary contract with the school. In implementing this policy, the school will:

- develop and promote a culture of equality, diversity, dignity, courtesy and respect throughout the school;
- support all staff and pupils, including providing support relating to any protected characteristic;
- work to prevent all forms of unlawful discrimination, and deal with any discrimination consistently and effectively;
- ensure that this policy informs the culture of the school, including its employment and pupil-related policies;
- set, publish and review equality objectives, and report progress to governors each year.

6. Roles and responsibilities

We all have the right to be treated fairly, with dignity and respect, and we all share responsibility for promoting a harmonious environment free from discrimination and harassment.

The Governing Body

- Ensures that school policies promote equality and diversity in employment and in the education and services the school provides.
- Ensures effective policies are in place for recruitment, appraisal, bullying and harassment, grievances and complaints.
- Approves the school's equality objectives and monitors progress each year. The link governor for equality is Andrea Palmer

The Headteacher

- Promotes equality and diversity throughout the school and makes sure staff understand their responsibilities, including through ongoing training.
- Ensures that all practice in the school follows this policy, and that any breach is dealt with under the relevant grievance, bullying and harassment, disciplinary or complaints procedures.
- Maintains links with the local authority to keep up to date with legislation and guidance.
- Ensures staff know how to report discrimination, bullying and harassment, and that reporting does not lead to victimisation.
- Deals promptly and effectively with any concerns about discrimination, including complaints about employees.

Line managers

- Set a good example by treating everyone with dignity and respect.
- Address unacceptable behaviour and support staff to act in line with this policy.
- Deal with complaints fairly, thoroughly, quickly and confidentially.
- Consider equality and diversity in all decisions within their area of responsibility.

All employees

- Every employee has a personal responsibility to treat others fairly and without judgement, and to promote positive attitudes and relationships.

- Employees must not harass, abuse, intimidate or victimise anyone, including anyone who has complained about, reported or given evidence of discrimination.
- Employees who unlawfully discriminate against or harass others will be subject to disciplinary action, which may include dismissal for gross misconduct.

7. Review

This policy will be reviewed every two years, or sooner if there are changes in the law or in related policies and procedures. Our equality information is updated every year, and our equality objectives at least every four years.

8. Complaints

Any case of harassment, discrimination, bullying or victimisation will be taken very seriously. People who raise a complaint of discrimination have the right to do so without fear of victimisation, and the school will deal with complaints promptly and fairly.

- Staff who feel they have been discriminated against by an employee, manager or governor should follow the school's Grievance Procedure and Bullying and Harassment Policy.
- Anyone not employed by the school – including parents and carers – who feels they have been discriminated against should follow the school's Complaints Procedure.
- In both cases, the school will seek advice from Tower Hamlets Schools HR or EPM and Sandra Conningham

Appendix 1: Equality Impact Assessment

As a public body, the school must make sure that all its policies, plans, services and decisions give proper consideration to equality, diversity, cohesion and integration. This short screening helps us decide whether a proposal is relevant to equality, records our decision, and shows whether a full impact assessment is needed. It should be completed at the earliest opportunity for all new and revised policies and major decisions.

School	Cubitt Town Primary School
Lead person	
Chair of committee	
1. Title of policy, plan or decision	
Is this a policy, plan, service or other? (please specify)	
2. Brief description of what you are screening	

3. Relevance to equality, diversity, cohesion and integration

Consider age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and other relevant factors such as caring responsibilities, socio-economic background, language and family circumstances.

Question	Yes	No
Is there an existing or likely different impact on people with different characteristics?		
Have there been, or are there likely to be, any concerns raised about the policy or proposal?		
Could the proposal affect how services are organised or provided, where, and by whom?		
Could the proposal affect our workforce or employment practices?		
Does the proposal have an impact on eliminating unlawful discrimination, victimisation and harassment?		
Does the proposal have an impact on advancing equality of opportunity?		
Does the proposal have an impact on fostering good relations?		

4. Considering the impact

How have you considered equality, diversity, cohesion and integration? (scope, who is affected, equality information, gaps, consultation)	
Key findings (possible positive and negative impacts on different groups)	

Actions (how you will promote positive impact and remove or reduce negative impact)	

5. Approval and publishing

Approved by (name and job title)	
Date screening completed	
Date agreed by governors	

This screening is evidence that due regard has been given to equality. A copy is kept with the policy and with the governors' minutes.