Pathway Trust

Pupil Equality Policy

Policy effective from	1 September 2026
Policy owner	Director of Inclusion
Policy applies to	Berrow Church Primary School Burnham-on-Sea Infant School Castle Batch Primary School Charfield Primary School Cherry Garden Primary School Downend School East Huntspill Primary School Lyde Green Primary School Mangotsfield School Marlwood School Pawlett Primary School Priory Community School Severn Beach Primary School St Andrew's Church Junior School St Anne's Church Primary School The Castle School The King Alfred School Tortworth Primary School West Huntspill Primary School Worle Community School Pathway Partnership Teams
Policy changes since last version	New policy

1. Introduction

1.1 Pathway Trust is committed to equality, equity, diversity and inclusion, and aims to promote a positive and diverse culture in which all pupils are valued and supported to fulfil their potential, irrespective of any protected characteristic.

1.2 The trust opposes all forms of unlawful and unfair discrimination, bullying and harassment, and will make every effort to comply with the requirements of the Equality Act 2010 and its subsequent provisions.

1.3 The following groups have been identified as key recipients in terms of the implementation of this policy:

- Looked after children or children in need.
- Children with SEND.
- Children at risk of exclusion.
- Children from an ethnic group, including those from Gypsy, Roma, Traveller background.
- Children missing in education.
- Children with medical conditions affecting attendance at school.
- School age/teenage parents.
- Young carers.
- Children within, or at risk of joining, the criminal justice system (i.e. those at risk of child criminal exploitation).
- Children with mental health issues.
- Children in receipt of free school meals.
- Children living in areas of deprivation.
- Gifted and talented children.
- Children who are questioning their gender or who have expressed a desire to be treated as non-binary or transition to a different gender from that assigned at birth.
- Children who are lesbian, gay or bisexual.

1.4 This policy and all associated procedures apply to all staff (including volunteers and pupils on placement), young people and visitors at our schools, and should be read in conjunction with other trust policies which can be found on our website.

1.5 Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or pupils by visitors will also not be tolerated.

2. Compliance

2.1 This policy has been developed in response to the Equality Act 2010 and has been designed to help our schools meet the public sector equality duty to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between those who have a protected characteristic and those who do not.
- Foster good relations between those who share a protected characteristic and those who do not.

2.2 We will ensure that we do not discriminate against pupils on the basis of:

- Disability.
- Gender reassignment.
- Pregnancy or maternity.
- Race, colour, nationality, ethnic or national origin.
- Religion or belief.
- Sex or sexual orientation.
- Any combination of those listed above (the protected characteristics).

2.3 Staff, trustees and community councillors will:

- Actively promote equity and equality of opportunity in all areas of school life.
- Ensure that members of each school community know their rights and respect the rights of others.
- Aim to ensure that prejudice or discrimination in all its forms is actively rejected.
- Raise awareness of equity and equality issues for all members of each school community, and through our links with the local community.
- Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil his/her potential regardless of ability, gender, race, disability, religion or sexual orientation.

2.4 Equality principles based on the above aims will be embedded in our daily practices, policies and the processes of decision making, including:

- Admissions, induction and attendance.
- Pupils' progress and achievement.
- Pupils' personal development and wellbeing, particularly in relation to safeguarding.

- Parental involvement.
- Working with the wider community.
- Behaviour management.
- Staff recruitment and professional development.
- Curriculum access and participation.
- Teaching styles and strategies.

3. Publication of information and equality objectives

3.1 The trust acknowledges its legal duties to publish information on compliance with the three strands of the public sector equality duty and, in addition, to publish specific and measurable equality objectives.

3.2 The trust will work across its school communities to analyse data and existing practices to set out the actions taken in compliance of the equality duty, and to inform the setting of relevant equality objectives to support the development of each school and its community. These will be set out in the trust's Equality Action Plan (Appendix 1).

3.3 The information on the equality duty will be updated annually and the objectives every 4 years. The Equality Action Plan is included in Appendix 1 of this policy.

3.4 In order to inform its equality information and objectives, the trust will collect and review data in relation to:

- Pupil suspensions and exclusions, disaggregated by protected characteristics where possible and appropriate.
- Incidents of bullying, harassment, and discrimination reported, including prejudice-based incidents.
- Pupil outcomes and attainment, reviewed for any patterns across groups sharing protected characteristics; and
- Safeguarding and behaviour data, including bullying, harassment, and abuse, reviewed to identify disproportionate impacts on pupils who share particular protected characteristics.

4. Roles and responsibilities

4.1 The Board of Trustees has overall responsibility for this policy and for ensuring compliance. The designated senior member of staff with overall responsibility for all equality and diversity matters at each school is the Headteacher.

4.2 It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.

- Support and participate in any measures introduced to promote equality and diversity.
- Actively challenge discrimination and disadvantage in accordance with their responsibilities.
- Report any issues associated with equality and diversity in accordance with this policy.

4.3 As part of their induction, all staff members will receive training on this policy, and will receive further training sessions (as required) to ensure that they remain aware of their responsibilities

5. Duty to make reasonable adjustments

5.1 The trust will actively seek to make reasonable adjustments where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

5.2 The duty to make reasonable adjustments covers all aspects of school life, including the way the curriculum is taught, classroom organisation, and timetabling, access to facilities, clubs and visits, sports and policies.

5.3 In making reasonable adjustments, the trust is required to provide auxiliary aids and services for disabled pupils. Staff will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

5.4 The trust will monitor the physical features of the schools' premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the trust will take steps to improve access for disabled users of the premises. Please see the Accessibility Plan for further information, which can be found on the trust website.

5.5 Parents should notify the Headteacher in writing if they are aware or suspect that their child has a disability, and provide copies of all written reports and other relevant information about their child's disability upon request. Providing such information will enable the school to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. Every school will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

6. Uniform policy

6.1 Each school's uniform policy is consistent with this policy. The same uniform policy applies equally to all pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, all schools will consider reasonable requests to alter the uniform; for example, for

genuine religious requirements and in making reasonable adjustments for disabled children for example, sensory needs, in order to avoid substantial disadvantage.

6.2 Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred to the Headteacher, whose decision will be final, subject to the complaints procedure.

7. Admissions policy

Admissions criteria are defined under the trust's Admissions Policy and are applied consistently to every young person, irrespective of any protected characteristic.

8. Religious beliefs

The trust respects the religious beliefs and practice of all staff, pupils and parents, and each school will comply with reasonable requests relating to religious observance and practice wherever possible. An example where a request may be refused is if the religious observance takes place during lesson time. Whilst the school will explore other ways to accommodate the request, such as amended timetabling, this may not be possible.

9. Curriculum delivery

9.1 The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying, and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum. Positive and proactive steps will be taken to prevent discrimination against or victimisation of any pupil in the provision of education or access to any benefit, facility or service, including educational trips, work experience and leisure activities.

9.2 The trust recognises and promotes awareness of the possibility of bias (for example, gender or racial), and works to eliminate such bias in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum to avoid stereotypes and bias.

9.3 The trust may take positive action to give pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the needs of the pupils in that group; for example, special language training for groups whose first language is not English.

9.4 All pupils are encouraged to work and play freely with and have respect for all other pupils, irrespective of any protected characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the school, and pupils are encouraged to question assumptions and stereotypes.

10. Exclusion policy

The decision to suspend or permanently exclude a child is a last resort and will be made in accordance with the Exclusions Policy. That policy applies to all pupils, and any decision to suspend or exclude will take into account our duties under the Equality Act 2010.

11. Gender identity

11.1 The trust is aware of its responsibilities under the Equality Act 2010 towards pupils identifying as transgender and non-binary and will be sensitive to their individual needs, whilst also recognising the needs and sensitivities of other pupils. Pupils who have confirmed that they have commenced the process of transitioning and, therefore, fall under the protected characteristic of gender reassignment will be provided with appropriate pastoral care and support.

11.2 When supporting pupils who are questioning their gender identity the school will:

- Consider its statutory safeguarding duties and the need to promote the welfare of all children.
- Take a cautious approach following requests to support social transition (i.e. change pronouns, names etc. to the gender that differs from the one assigned at birth), with the aim of working alongside parents and seeking clinical input if there is any doubt about what is in the best interests of the child.
- Subject to any safeguarding and data protection considerations, inform parents of any disclosures around gender identity relating to their child, other than in exceptional circumstances; e.g., where staff have reasonable grounds to conclude that doing so would put the child at risk of harm.
- Respect both gender-critical beliefs and gender-affirming beliefs, whilst ensuring that the school remains a respectful place where bullying of any kind is not to be tolerated.
- Follow guidance published by the Department for Education, the statutory guidance Keeping Children Safe in Education, and advice from any relevant sporting bodies, and comply with all legal duties relating to biological sex.

12. Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible (and, in any event, within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise) will be addressed in accordance with our Behaviour Policy.

13. Implementation, monitoring, evaluation and review

13.1 The Headteacher is responsible for the day-to-day implementation and monitoring of this policy.

13.2 The trustees will receive an annual report on equality-related data collected under Section 3.4 of this policy and will satisfy itself that the Trust is complying with its equality aims and taking appropriate action where patterns of concern are identified.

13.3 Additional support would also be provided to any parent or significant person wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on each school's premises during office hours, and an electronic copy is posted on our website.

13.4 The pupil equality policy will be reviewed on a 3-year cycle by a representative working party consisting of the following stakeholders:

- Pupils
- Parents
- Staff
- Community Councillors
- Trustees
- Community representatives

13.5 The effectiveness of this policy will be assessed using a self-evaluation framework and an assessment of progress against targets identified in the trust's Equality Action Plan, together with stakeholder views. Following this evaluation, recommendations will be made for changes to the policy and action planning for the future to continue to improve the culture of equality and equity for all within the trust.

APPENDIX 1: Equality Action Plan

Objective	Action Plan
Pathway schools will achieve outcomes significantly above average for vulnerable cohorts, by further narrowing the gap between outcomes for vulnerable learners (including groups listed at 1.4 above) across schools, phases and subjects.	Annual Priorities are set for the trust and each school, which will include: ● Improving the consistency of teaching across classrooms, through investment in teacher development and the sharing of best practice ● Improving SEND provision, support and interventions ● Strengthening literacy interventions to support weaker readers who are unable to access the curriculum ● Improving the attendance of vulnerable learners through monitoring, early intervention and family liaison
Pathway will improve pupils' awareness and understanding of groups with protected characteristics (listed at 2.2 above) by strengthening the personal development curriculum across schools.	Annual Priorities are set for the trust and each school, which will include: ● Improving the curriculum and quality of teaching in PSHE, RSE and related programmes ● Training staff in how to build awareness and understanding through curriculum delivery and daily interactions ● Identifying opportunities to broaden the horizons of pupils who have limited experience of communities that are different to their own
Pathway will improve the accessibility of our schools for learners with special educational needs and disabilities, through improvements to buildings, resources and technology.	Annual Priorities are set for the trust school, which will include: ● Building refurbishment and replacement projects which will improve accessibility for pupils, staff and visitors ● Adaptation of buildings and resources to provide for pupils and staff with specific needs whenever possible ● Investment in technology to improve audio and visual accessibility to those with special educational needs and disabilities