



At Crays Hill Primary School, we are committed to providing “**Learning, Safety and Respect for All**” through positive relationships. These relationships ignite children’s curiosity about the world and inspire a passion for learning and opportunity.

Our Commitment Under the Equality Act 2010

We actively promote equality and inclusion in line with the **Equality Act 2010 (Section 149)**, which requires schools to:

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

Protected characteristics include: disability, race, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

What This Means for Our School

- Equality considerations are embedded in all decision-making and policy development.
- We assess the impact of decisions on pupils with protected characteristics and keep these under review.
- The Public Sector Equality Duty (PSED) is integrated into every aspect of school life, ensuring rigorous and open analysis.

Our Equality Objectives

To eliminate discrimination, increase opportunities for all, and foster good relations, Crays Hill Primary School has agreed the following objectives:

1. **Promote understanding and practice of equality** through direct teaching across the curriculum and positive behaviour modelling.
2. **Enhance pupils’ spiritual, moral, social and cultural development** through all aspects of school life.
3. **Provide an environment that celebrates and respects diversity**, ensuring all pupils feel valued and included.
4. **Develop a culture of growth mindsets**, avoiding labels based on fixed notions of ability and encouraging every child to reach their potential.
5. **Narrow the attainment gap between disadvantaged pupils and their peers**, ensuring equitable access to learning opportunities.
6. **Ensure all pupils, regardless of background, ability, or protected characteristics, have equitable access to high-quality learning opportunities and are supported to achieve their full potential.** This includes monitoring progress data to identify and address gaps in attainment or participation, fostering an inclusive environment where diversity is celebrated, and promoting positive attitudes towards equality among pupils and staff.