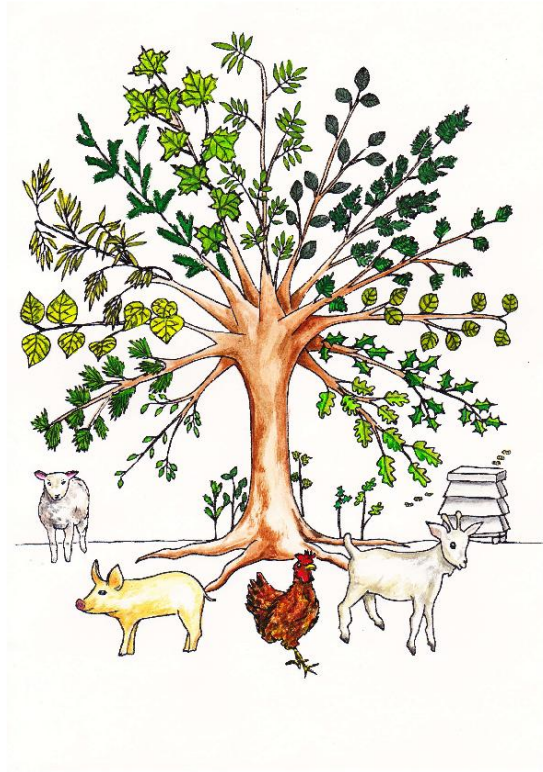


EDWALTON PRIMARY SCHOOL



Equality Policy 2025

Reviewed September 2025

Date of next review: September 2026

This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012.

Part One sets out the school's aims to promote equality of opportunity and comply with the Act; **Part Two** sets out the legal duties which are referred to in Part One.

The primary aim of Edwalton Primary School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

At Edwalton Primary School we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the Equality action plan.
- We will ensure pupil/parent/staff consultation is regularly sought in the development and review of this policy. (Pupil questionnaires, Parent/Carer questionnaires and Staff questionnaires)
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- We welcome a diverse range of candidates and encourage those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- We will set out training and awareness sessions in the school improvement plan.
- We will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- We will maintain and update an equality page on the school website to show how it we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.

Part Two

Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds).

Age discrimination does not apply to the provision of education, but it does apply to work.

Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).

Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.

Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.

Sex - A man or a woman.

Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

Direct discrimination - Less favourable treatment because of a protected characteristic.

Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

Pregnancy/maternity related discrimination - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

Discrimination by association or perception - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
 2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
 3. Foster good relations between people (tackle prejudice and promote understanding).
- In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a nondisabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will increase disabled pupils' access to the school curriculum.
- Improve the physical environment
- Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

For more information, download guidance from the DfE:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/theequality-act-2010> and Equality Human Rights website: <http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)

Responsibilities

Governing Body

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Head Teacher
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Head Teacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.

- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

SENCo

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Ensure quality provision for all SEN pupils based on need.
- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.
- Visitors (e.g. parent helpers, contractors)
- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

Appendix

Definitions

Equality : This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive : Making sure everyone can participate, whatever their background or circumstances.

Diversity : Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion : People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued.

Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community : From the school's perspective, the term "community" has a number of meanings:

- The school community – the students we serve, their families and the school's staff.
- The community within which the school is located – in its geographical community, and the people who live and/or work in that area.
- The community of Britain – all schools by definition are part of it.
- The global community – formed by European and international links.

Gender Dysphoria : Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

September 2016

Equality Data & Objectives 2025-26



Edwalton Primary School has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?
- Using the scholarpack data the following information was available as on: 29.09.2025

397Pupils in total

Ethnic Categories							
White British	242	White & Black Caribbean	7	Indian	22	White Indian	7
Irish	0	White & Asian	14	Pakistani	9	Hong Kong Chinese	3
Any other white background	13	White & Black African	2	Bangladeshi	3	Any Other Ethnic Group	12
Albanian	1	Any Other Mixed Background	36	Any other Asian background	7	Information Refused	17
Arab/other	4	Chinese	13	Black Caribbean	1	Information Not Obtained	15
Black African	0						

Disability Categories					
Not Collected	2	Needs Medication	2	Other Disability / Health Problem	0
No disability	368	Problems with Incontinence	4	Social, emotional and mental health	10
Physical disability	0	Problems with Communication	9	Multisensory impairment	0
Problems with Hand Function	0	Problems with Hearing	0	Learning difficulties	3
Problems with Personal Care	4	Problems with Vision	0		
Problems with Eating and Drinking	0	Problems with ASD / Aspergers	9		

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Special Educational Need	93%	368
SEN Provision- SEN Support	7.5%	30
Education Health Care Plan	1.5 %	6
Total number of pupils with SEN inc monitoring	8.5%	34

Gender	
Girls	189
Boys	208

Religion & Belief					
Anglican	64	Hindu	4	No Religion	218
Baptist	0	Jewish	1	Other Religion	4
Buddhist	0	Muslim	32	Refused	25
Christian	3	Sikh	8	Unknown	18

No
Inform
ation
was

available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Equality Objective One: To continue to improve the teaching of writing so that the number of children achieving greater depth, closes the gap to that of Maths and Reading for both boys and girls.

(Protected Characteristic: gender)

Why?

- GD in writing was 19% as opposed to 40% and 50% in Reading and Maths
- We have implemented Theresa Heathcote's writing sequence which has had some success however we have 3 new teachers and weaker subject knowledge to that of Maths

How?

Ensure all teachers have taken the writing sequence training with Theresa Heathcote and those who need it get refresher training.

- Training audit has been completed for all teachers.
- Training needs identified and relevant staff have been booked on to external training.
- Staff meeting has been held to review the sequence for writing (planning, evidencing, assessment).

Outcome

Pupil progress & attainment is tracked each half term. End of KS2 results (2025/26) will be analysed to check for impact.

Equality Objective Two: Through curriculum opportunities and wider school life the school will promote positive attitudes towards diversity/equality.

(Protected Characteristic: diversity)

Why?

Due to the diversity of our local community: social, faith, ethnicity, sexual orientation.

How?

We are going to:

- A series of Whole School/KS2 assemblies- to tackle the issues and discuss appropriate language and meaning.
- Specific equality assemblies from AJ/NM on SEN and from DG and AJ/NM on diversity
- Diversity week
- Update the PSHCE Action plan to ensure any identified issues are tackled at a whole school level through the curriculum.
- Other projects ie Great Project (y5), year 3/4 anti racism lessons; year 6 transgender homophobic bullying, anti racial radicalisation
- Link to British Values- a whole school theme throughout subjects across the curriculum.
- Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to diversity / equality.

Outcome

- The children will display a positive attitude towards the promotion being inclusive / tolerant / celebrate difference
- No incidents of the inappropriate use of language to related to equality.
- Update: Based on the needs of this year's cohort issue identified and influenced year group planning eg PHSCE unit in a particular year group on male and female positive relationships using male role models from our school community.