



Equality, Inclusion and Diversity Policy

1 Introduction

- 1.1 This policy outlines the school's approach to equality, inclusion and diversity. It describes how the school is meeting its 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.

2 Background

- 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 pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

3 Definitions

3.1 Equality

Equality means making sure that everyone is treated fairly and with dignity and respect. It means challenging discrimination and removing barriers, so that everyone has opportunities to achieve their desired outcomes.

3.2 Diversity

Diversity is about recognising the benefits of different values, abilities, and perspectives, and celebrating people's differences. This means promoting an environment that welcomes and values diverse backgrounds, thinking, skills and experience.

3.3 Inclusion

Inclusion is providing a space where everyone has equal access to opportunities and resources, and where everyone feels valued and accepted. Everyone should be able to contribute and have a voice. This may mean making reasonable adjustments to facilitate participation.

4 Legislation

4.1 This policy has been developed in accordance with the principles established by government publications and other external guidance, including:

- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Working Together to Safeguard Children](#)
- [Early Years Foundation Stage Statutory Framework](#)
- [Teacher Standards](#)
- [Equality Act 2010](#)
- [Equality Act: Advice for Schools](#)
- <https://www.gov.uk/discrimination-your-rights>

This policy operates in conjunction with the following school policies:

- Inclusion & SEND Policy
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Relationships and Sex Education Policy
- Child Protection and Safeguarding Policy
- Complaints procedures
- Positive Handling Policy
- Intimate Care Policy

4.2 The Equality Act – Protected Characteristics

Schools must *‘promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation’*.

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- *age*
- *disability*
- *gender reassignment*

- *being married or in a civil partnership*
- *being pregnant or on maternity leave*
- *race including colour, nationality, ethnic or national origin*
- *religion or belief*
- *sex*
- *sexual orientation*

Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. We understand some pupils identify as a gender different to the one they were assigned at birth, and we will support pupils through their transitioning phases.

We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but we will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a singlesex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Race and ethnicity

We will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

We may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

Disability

We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

We will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school adheres to our Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported in line with our Supporting Pupils with Medical Conditions Policy.

Religion and belief

We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

Sexual orientation

We will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. We will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with our Relationships and Sex Education Policy.

We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

We will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

We will ensure that there is a designated safe space within our school where pupils can discuss issues of sexual orientation without fear of discrimination.

Gender reassignment

We will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. We will regularly check our school practices to ensure that they are fair in this regard. We recognise that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

We will make reasonable adjustments to accommodate absence requests for treatment and support of trans pupils by external sources, e.g. charities such as Stonewall. Any such absences will be recorded accurately and sensitively by the SENCO to ensure the privacy of the pupil.

Pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.

We will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Unisex/gender-neutral toilets and changing facilities.
- Gender-specific toilets and changing facilities. ☐ Private changing facilities.

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

We will support trans pupils to feel comfortable and ensure they can celebrate their identity.

We will ensure that there is a designated safe space within our school where trans pupils can discuss issues of gender without fear of discrimination.

Pregnancy and maternity

We will ensure that pupils are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.

We will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.

To ensure all school-age parents and pregnant pupils are properly supported and the school can fulfil its duty of care, the school has a Supporting Pregnant Pupils and School Age Parents Policy.

Looked-after children (LAC)

LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

We will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

The school adheres to our LAC Policy containing further information addressing equal opportunities for LAC.

4.3 The Equality Act - Protection from discrimination

The Act protects people in various settings, including the workplace and educational establishment. People are specifically protected from:

- **Direct discrimination.** *This means treating one person worse than another person because of a protected characteristic.*
- **Indirect discrimination** *This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one.*
- **Harassment.** *This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment.*
- **Victimisation.** *This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so.*

5 Promoting equality of opportunity between different groups

- 6.1 We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

- 6.2 We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits prior to entry into EYFS.
- 6.3 We collect, analyse and use data in relation to attendance and exclusions of different groups.
- 6.4 We use a range of teaching strategies that ensures we meet the needs of all pupils.
- 6.5 We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- 6.6 We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- 6.7 Our school has accessibility plans that are renewed every 3 years when a significant change has taken place.
- 6.8 We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

6 Eliminating discrimination, harassment and victimisation

- 7.1 We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.
- 7.2 We are aware of the reasonable adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- 7.3 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.
- 7.4 We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- 7.5 Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

7 Addressing prejudice and prejudice-based bullying

- 8.1 The school challenges all form 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 beliefs; prejudices around gender and sexual orientation
- 8.2 Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

8 Behaviour, Exclusions and Attendance

- 9.1 The school's policies on pupil discipline, anti-bullying and attendance take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over- representation of different groups and act promptly to address concerns.

9 Roles and Responsibilities

- 10.1 The school's **governing body** ensures that this policy and its related procedures and action plans are implemented. The governing body 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. Equalities objectives are set every four years by the school.
- 10.2 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 and reporting these as appropriate
- 10.3 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 pupils irrespective of race, religion, gender, economic background, disability etc.*
 - *support different groups of pupils 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 equalities legislation relevant to their work.*

- 10.4 All **visitors** to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

10 Equal Opportunities for Staff

- 11.1 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.

11 Complaints

- 13.1 Complaints arising from the operation of this policy will be dealt with in line with our Complaints Procedure. The Complaints Policy is available on the school website and a paper copy can be obtained from the main school admin office on request.

12 Dissemination

- 14.1 The Policy is available on the school website and a paper copy can be obtained from the main school admin office on request.

13 Reviewing the policy

- 15.1 This policy will be reviewed annually by the Head teacher and monitored by the Chair of Governors with changes made to ensure that the Policy is relevant and up to date .

Objective 1: To embed the importance of a strong home-school partnership to secure equality of opportunity for pupil engagement, equality and progress.

An analysis of satisfaction levels of Key Stage Two pupils indicates that those who fully embrace opportunities available in school have a happier experience. An analysis of end of Key Stage Two attainment shows a correlation between children who are supported to complete homework and read at home and meeting the expected standard in reading, writing and maths.

An analysis of attendance data shows a strong correlation between high attendance and academic achievement as well as high satisfaction levels.

Focus area	Actions	Timescale	Responsibility	Success Criteria
Implementation of HEART H – Homework E – Engage A – Attendance R – Reading T - Talk	• HEART information sheet created • HEART information sheet and information to be shared at New Intake Meeting • All year groups to share HEART in New to Year group meetings • To share HEART in correspondence with parents through the weekly newsletter & family consultations	June 2025 June 2025 September 2025 Ongoing from September 2025	• Andy Stevenson / Cathy Moore • Kirsty Reed/ Andy Stevenson • Year group leads • Matt Bolger	• Parents have an understanding of the importance of the five elements of HEART and their role in their children's happiness and success in school.
Implement a more refined system for tracking and reporting the impact of attendance on attainment	• Implementation and training of new Sonar Tracking platform • Provide parents with a detailed breakdown of attendance data	Summer Term 2025 Autumn term 2025	• Cathy Moore & Andy Stevenson • School office	• The impact of absenteeism on attainment is understood by the whole school community. As a result, individual cases of attendance will rise.

Objective 2: To ensure genuine inclusion of all children in our school community. <i>The school needs to find an accurate picture of the children's uptake in extra-curricular opportunities to ensure that it meets the requirements. Matching the opportunities to the children's needs will broaden their interests and support full engagement in school life.</i>				
Focus area	Actions	Timescale	Responsibility	Success Criteria
Provide a broad range of extra-curricular activities to meet the different interest levels of all groups of children	- Data analysis of the uptake of extra-curricular activities - Survey pupils on their preferences for clubs.	End of each term	School office Andy Stevenson	Maximum uptake of clubs and clubs meet the children's needs.
Protected characteristics	Plan a strategic overview of where protected characteristics are explicitly taught in the curriculum and in assemblies.	September 2025	Katie Burrows & Matt Bolger	Children have an age-appropriate understanding of protected characteristics.

Objective 3: To provide an environment that celebrates and respects diversity. <i>Diversity is one of our key threads which run throughout the school's curriculum. We have had an in-depth focus on oracy over the past 3 years and now we will focus on diversity.</i>				
Focus area	Actions	Timescale	Responsibility	Success Criteria
Quality assure that diversity across the curriculum both reflects the diversity within our own	- Subject leads review diversity within their progression documentation. - Review religious celebrations	Autumn term 2025	Andy Stevenson / Stacey Ramm Abi Biggs	Developing understanding and empathy for different religious and cultural beliefs.

school and within the wider world				
Implementation of the new RE curriculum	- RE curriculum training on the new West Northamptonshire Curriculum and dissemination to staff - Cluster development project	Summer term 2025 Academic year 25/26	Abi Biggs Abi Biggs	Staff have a strong subject knowledge on the RE curriculum and practice is shared between cluster schools.

Objective 4: To ensure sustainable provision for pupils with high-levels of SEND.

With the continued challenge of providing a high-quality provision for children with significant needs, the school must continue reflecting and developing their existing provision.

Focus area	Actions	Timescale	Responsibility	Success Criteria
Assess the best solution to match the needs of the school	Consideration of becoming a designated special provision for Hummingbirds/ The Nest	Summer term 2025	Matt Bolger / Gemma Stephenson / Governors	The needs of children with SEND are met in a financially viable way.