



# Equality, Equity, Diversity and Inclusion Policy

including

## Equality & Equity Targets

**To be read in conjunction with the school SEND information report and Accessibility Policy.**

*Policy written in line with the DfE guidance - The Equality Act 2010 and schools May 2014 with updates 2018 –*

Link -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Reviewed: September 2025

Headteacher and link Governor

Next review: September 2026

Curriculum Committee approved: October 2025

This policy reflects the legal duties set out in the **Equality Act 2010** and **The Public Sector Equality Duty** set out by the Government.

Main aims of the Act with which the School and Nursery comply:

- **To eliminate discrimination, harassment and victimization.**
- **Advance equality of opportunity between people with/without ‘protected characteristics.’ (See list further on in this policy).**
- **To ensure equity for all learners**
- **Foster good relations between people with/without those characteristics.**

## **Definitions**

**Equality** – Equality of opportunity.

**Equity** – The quality of being fair and impartial ‘equity 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.

**If you are unsure of any other terms used in this policy, please do ring our school and ask us.**

## **Aims to promote equality of opportunity:**

The School and Nursery (Setting) enables **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 potential. Newdale Primary School and Nursery promotes equality and opportunity for all staff and provides appropriate levels of support.

The setting takes steps to advance equality of opportunity, equity, foster good relations and eliminate discrimination, victimisation or harassment across all the protected characteristics (race, gender reassignment, disability, religion or belief, pregnancy and maternity, sex, sexual orientation) within the school community. Reasonable adjustments are made to accommodate everyone.

**This means:**

We **will** ensure equity for all pupils and staff

We **will** promote equality of opportunity

We **will** eliminate unlawful discrimination

We **will** eliminate harassment and promote equality of opportunity to include all protected characteristics (see below).

We **will** break down any barriers to participation

We **will** meet the specific needs of different groups

We **will** find ways to overcome disadvantages experienced by certain groups

We **will** foster good relations between different groups

We **will** promote equality, equity, positive attitudes and encourage participation in all aspects of life and take account of vulnerable and disabled people's needs even where that involves treating people more favourably than other people.

### **Our Legal Duties**

Legislation relating to equality, equity 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' (relating to children and school staff) within equality law are:**

- **Disability** - A person has a disability if she/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 and adults 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.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a women'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/ethnicity** - 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** - Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. 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. School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the Relationships, Sex Education (RSE) curriculum about different types of families and are encouraged to accept all.
- **Age** – The category protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it (for example if you can demonstrate that it is a proportionate means of meeting a legitimate aim). Age is the only protected characteristic that allows employers to justify direct discrimination.
- **Marriage and civil partnership** – The Act protects employees who are married or in a civil partnership against discrimination.

*It is also unlawful to discriminate because of the sex, race/ethnicity, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, we will not discriminate by refusing for example, to admit a pupil because his/her parents are gay men or lesbians.*

#### **'Prohibited Conduct' (acts that are unlawful):**

- **Direct Discrimination** - Less favourable treatment because of a protected characteristic.
- **Discrimination by association or perception** - For example, discriminating against someone because they associate with another person who possesses a protected characteristic.
- **Perception discrimination** – is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that 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** – occurs when a person is subject to unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
- **Third-party harassment** – occurs where during the course of their duties an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.
- **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**.

*Schools are allowed to treat disabled pupils more equitably 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. E.g. High adult/child ratio to allow a child to participate in a particular activity of a school trip.*

## Equality and Equity in action, what we currently do:

**We provide an environment in which pupils and staff feel safe, and in which all forms of bullying, discrimination, sexual harassment, sexual abuse, and sexual violence – online or off line – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.**

### In order to do this :-

- We recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities.
- We improve the understanding of and showing of respect with different faiths and cultural diversity and the extent to which we understand, accept, respect and celebrate diversity.
- We take reasonable and necessary steps to meet pupils' needs by using a variety of approaches (including adaptive teaching) and planning reasonable adjustments for vulnerable and disabled pupils, enabling our pupils to take as full a part as possible in all activities of the school including extra-curricular activities and residential visits. E.g. we give **all** pupils the opportunity to go on overnight residential and make adjustments to allow this to happen e.g. Arthog weeklong residential for Year 6 children. We make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, Governors and visitors to the school. E.g. a hard path is available for use in our outdoor 'Base Camp' to aid mobility and accessibility. We are also committed to ensuring staff with a disability have equality of opportunity e.g. disabled car park spaces near to the entrance.
- We actively encourage positive attitudes towards pupils, staff, Governors and parents/carers and we expect everyone to treat others with dignity and respect – consistent behaviour policy adhered to by all staff.
- We 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 e.g. Whole school British Values week.
- We regularly consider the ways in which our teaching and the curriculum provision supports high standards of attainment, promotes common values, and helps students understand and value the diversity that surrounds them, and challenges prejudice and stereotyping. E.g. Our Life Learning curriculum and Expect Respect whole school annual project looking at promoting healthy relationships, showing respect and stereotyping. Our daily assembly offer is robust in equipping children with the knowledge to be good role model and make good choices now and in the future.
- We monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information helps the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practise, and trends are identified which inform the setting of our equality objectives in the school improvement plan. E.g. Raising Attainment Plan (RAP) listing trends, actions and impact. Staff are supported through appraisals, 1:1 and informal drop-ins.
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join. We 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 do 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 make reasonable adjustments such as providing auxiliary aids for our disabled staff.

- We seek the view of advisory staff and outside agencies and partnerships with other schools where this is necessary. In planning the curriculum and resources, the school takes every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents are carefully monitored and dealt with effectively. Regular training is 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. (Bullying and racist incident are logged on our online reporting system - CPOMs).
- We expect that all staff and Governors are role models for equal opportunities, deal with bullying and discriminatory incidents and are able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school plans on-going events to raise awareness of equality, equity 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. E.g. SMSC whole school planning documents which highlight some of the work that goes on e.g. British Values week.

#### **Consultation with other stakeholders:**

- We ensure pupil/parent/staff/Governor consultation is regularly sought in the development and review of this policy.
- We regularly seek the views of pupils, parents, Governors, 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 regularly review our accessibility plans (See separate Accessibility Plan Policy 2023).
- We 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 practise.
- The school consults with stakeholders, i.e. pupil, parents/carers, staff, Governors and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

#### **Review:**

This school is continually carrying out equality impact assessments e.g. Following data capture, to ensure that we are not disadvantaging any group of pupils with protected characteristics. Changes, where necessary, are acted upon rapidly, with regular checks to ensure they are continually effective. The targets are reviewed in the spring term, with a final review in the summer term.

#### **Responsibilities:**

##### **Governing Body**

- Ensure that the school complies with equality-related legislation and how we fulfil our statutory duties
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

##### **Headteacher**

- 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 commitment 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.

#### **Pupils**

- 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 and equity policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

**Newdale Primary School and Nursery staff abide by the recommendations and rulings in this policy and actively work hard to ensure that diversity is celebrated and not discriminated against. We have this in the centre of our school development plan and take any acts of discrimination very seriously.**

## Equality & Equity Statement 2025-26

### **EQUALITY & EQUITY – Everyone is treated equally and fairly at our school**

The School and Nursery complies with the recommendations of the Equality Act 2010 and the latest DfE Equality Act Guidance also the Public Sector Equality Duty (PSED) compliance.

There are two specific duties; these are that schools should:

- publish information which shows compliance with the Public Sector Equality Duty (PSED) and
- publish at least one equality objective.

#### **The Public Sector Equality Duty (PSED)**

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools and which extends to all protected characteristics – disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage and civil partnership. It has three main elements. In carrying out their functions, schools are required to **have due regard to the need to:**

- Eliminate discrimination, harassment and victimization;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

**Senior Leaders and Governors in our school are aware of the duty to have “due regard” when making a decision or taking an action and assess whether it may have implications for people with particular protected characteristics.**

We consider equality and equity implications before and at the time that we develop policy and take decisions, and we keep them under review on a continuing basis.

We review our practice with stakeholders on a regular basis.

## **Equality and Equity Targets 2025-26**

*It should be noted that the Equality and Equity Targets, mirror what is prioritised in the Raising Attainment Plan for the setting.*

**At our school, we provide an environment in which everyone involved in the school community is valued, has equality of opportunity and is treated equitably. We are ambitious for all our pupils and staff.**

**Our equality and equity targets are to;**

- **Attendance** – To continue to ensure that there are high levels of attendance for all pupil groups with an emphasis on pupils in receipt of the pupil premium grant (PPG) and pupils with SEND.

Summer End 2025: Whole School 96.26% PPG 94.93% and SEND 95.49%

**Intervention** - The impact of targeted intervention linked to whole school SEND offer and redeployment of teaching assistants to support growing need.

- **Phonics and Spelling** – Ensure that SEND and PPG children are receiving the support they need in order to pass the national phonics screening check at the end of Year 1.

Summer End 2025 Reception children based on story book level: PPG 78% on track. SEND 60% on track.

➤ A full time HLTA is operating the Reading Hub and leading phonics support and training alongside the reading leader. There will continue to be 6 RWI groups in September ensuring maximum targeted support.

- **Behaviour/SEND** – To ensure that children with SEMH needs are well supported to access the full curriculum through the use of our Nest provision, 1:1 support, phased transitions

## **Interventions –**

- Attendance action group targeting poor attenders and offering support for the pupils and families.
- Pastoral Team support to work across the whole school and nursery, supporting, where required pupil premium linked families.
- Targeted groupings, regular assessments, fast track intervention daily, reading in school 1:1, targeted videos go home.
- 'Key worker' Pupil Premium focus project that allows nurture and supports in removing barriers to learning.
- Targeting intervention for vulnerable learners across the school.
- Additional support to continue in year groups with high percentages of Pupil Premium children through PPG First Project.
- Phonics workshop/assembly to support parents in working with children at home.
- Phonics training for support staff and the continued use of a specialist Phonics Teaching Assistant running daily groups as well as coaching and mentoring staff.

- Increase of phonics resources for in school and home learning.
- Targeted intervention led by the class teacher on a regular basis each week, following regular pupil progress meetings.
- SENCo to support teachers with SEMH children/liaising with external agencies
- Nearly appointed pastoral assistant to run ELSA linked pastoral interventions
- SENDco to run and manage SEND Nest provision and share impact to stakeholders
- To continue to seek advice from HR and external organisations to support staff at difficult times.