

Federation of Eileen Wade and Milton Ernest C of E Primary Schools

Equality Policy

Governors Committee:	Full Governing Board
Ratified:	16thth October 2025
Next date of Review:	Autumn 2026

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Equality Policy

Statement of intent

Eileen Wade and Milton Ernest C of E Primary Schools recognise that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

The achievements, attitudes and well-being of everyone matters. This policy is intended to help to ensure that this school promotes individuality, irrespective of:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

These being the protected characteristics under The Equality Act (2010) . The groups that share protected characteristics will be referred to as 'protected groups' in this Policy.

In addition, the school will include other vulnerable groups where adjustments need to be made to ensure that all learners fulfil their potential e.g. those with special educational needs, children who are looked after, those pupils from disadvantaged socio-economic backgrounds, pupils with English as an additional language and those pupils who are subject to Social Services intervention.

We believe that by acknowledging, valuing and understanding our similarities and our differences members of our school will play an active role in celebrating diversity and banishing fear of difference.

We recognise that prejudice still exists at all levels in our society and will declare our opposition to it by challenging and countering such attitudes within our school.

We value everyone at both schools and recognise the positive contribution we can all make in enriching and enhancing the ethos of our school and wider community.

Context

The Equality Act (2010) requires all public sector bodies to prepare and publish equality objectives and the actions the body is taking to meet these objectives. This Policy is part of the schools' approach to our Public Sector Equality Duty (PSED) as laid out in the Equality Act 2010 (the Act).

All public sector bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- 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

The school's approach to promoting equality

Policy and Practice

- ensuring that our Vision and Aims reflect the needs of every member of our school community.
- ensuring that we regularly evaluate the impact of all school policies and practice on the protected groups as identified in this policy and take action to improve our policy and practice.
- ensuring that our protected groups are reflected in a positive way in our policies, publications, web-sites, resources and displays
- ensuring that the school uniforms make reasonable allowances for the needs of all groups of pupils.
- ensuring that the school has clear, commonly understood processes for challenging inappropriate language or behaviour and/or prejudice
- Ensuring that equality values are represented in the everyday language and behaviour in school
- Ensuring that the school makes the strongest possible efforts to minimise any barrier to the participation and engagement of parents with regard to their child's development and in other aspects of school life

Assessing impact

- Ensuring that the school has consistent and reliable procedures for recording and reporting incidents of inappropriate language or behaviour towards the protected and vulnerable groups
- Ensuring that the school monitors performance, attendance, exclusion and bullying of all children, identifying where necessary, the protected and vulnerable groups

Recruitment and development of Staff

- Staff will be recruited in line with the contents of this Equality Policy.
- All aspects of employment, including recruitment, disciplinary issues, complaints, allocation of responsibilities, professional development and opportunities for all staff to progress are monitored to ensure adherence to this Equality Policy.
- All staff will be made aware of this Equality policy and wider equality issues.

Educational opportunities available to the pupils in the protected and vulnerable groups

- There are opportunities for different viewpoints to be expressed and voices to be heard
- Where possible and without contrivance or artificiality, curriculum themes and content reflect the rights and interests of the protected groups and promote greater tolerance towards them, across a breadth of curriculum which is wider than planned direct teaching within RE, PSHE Education and through the schools shared Values

- Curriculum planning and monitoring will explicitly include consideration of the needs of protected and vulnerable groups, with a particular focus on ensuring access to high-quality writing instruction and support, reflecting the school's priority to improve writing outcomes.
- The curriculum offers opportunities for all pupils to learn about the history of inequality and oppression in relation to the protected groups
- All of the protected and vulnerable groups have the same opportunity to access educational visits and other school trips as any other pupil in the school
- All pupils can participate equally in all aspects of school life, including extended school activities
- Recognising that some adjustments are needed for some groups to ensure equal opportunities, e.g. DfE (Department for Education) funding, extra curricular activities, e.g. pupil premium or funding for other initiatives residential visits, visits outside of school
- Ensuring, where physically possible, that the school is physically accessible to all and has an Accessibility Plan.
- Committing to consider changes that would have to be made on the arrival of a pupil or member of staff with a physical disability
- Purchasing and using a range of specific equipment to enhance learning and support specific learning frameworks
- Providing support and time for any physical intervention programmes to be completed successfully
- Working closely with outside support agencies to ensure the most effective support is in place
- Providing a range of extra curricular activities to allow choice and access for all
- Supporting individual/ families with difficulties

Achievements of pupils in the protected and vulnerable groups

- Ensuring that the school has effective processes for monitoring and evaluating the attainment and progress of all pupils and the comparative attainment and achievement of pupils in the protected and vulnerable groups.
- Ensuring, that appropriate intervention is put into place which will narrow the gap between the attainment and achievement of all pupils and of those pupils from the protected and vulnerable groups, where these are lower and need to be addressed
- Identifying particular needs as soon as possible to enable early support / intervention to take place
- Making provision to support and target specific areas of need.
- Preparing Individual Education/Behaviour Plans to focus on learning priorities

Attendance, exclusion and anti-bullying

- Ensuring effective attendance, behaviour and anti-bullying policies which are applied equally to all groups and do not disadvantage any member of our school community
- Ensuring that the school's exclusion processes, which seek to make exclusion a 'last resort', are equally applied to and equally effective for pupils in protected and vulnerable groups
- Ensuring that the school has monitoring data and can analyse this with reference to the protected and vulnerable groups

The school's links with local organisations and community

- Ensuring that the school has links or partnerships with other schools, colleges, local or national groups, charities and organisations which also promote equality
- Ensuring that the school does not have links, partnerships or connections with local or national groups or organisations which overtly promote prejudice or intolerance or, in the way in which they operate, exclude or disenfranchise members of any of the equality groups identified in this policy

Seeking the views of our school communities

- Consulting with parents and pupils about specific aspects of school practice / decisions
- Undertaking annual school questionnaires and acting, where appropriate, on the outcomes.
- Providing opportunities for parents to meet with staff to facilitate discussion and allow parents to ask questions, share opinions and concerns.
- Providing a range of ways of communicating between school and parents that meet parents' circumstances and needs including: written reports, parents evenings, open afternoons
- Developing parents' understanding of the curriculum by offering Key Stage specific curriculum evenings for parents which keep them informed of new initiatives and school practice.
- Keeping parents informed of school matters even where we feel they are unlikely to engage
- Providing IEP (Individual Education Plan) meetings for parents and all school staff involved in the learning of children with specific individual needs allowing them to come together to report on the child's progress and plan future targets as a team
- Encourage parents to come into chat to staff members when they have concerns or questions

In addition to the above we will:

- Provide equal opportunities to join committees and take up responsibilities
- Provide assemblies led by church leaders, parents, charity fund-raisers, the police etc
- Provide a range of assemblies which balance the PSHE Education programme with a range of faiths
- Celebrate individual and personal success in assemblies
- Integrate Values across the school
- Ensure a rich and relevant curriculum, which celebrates diversity and cultural similarities and differences
- Deliver RE Scheme of Work that explore all the main religions, as well as the achievements and motivations of those inspired by their faith, their sense of moral duty or commitment to active citizenship
- Deliver a PSHE Education curriculum which promotes positive attitudes towards minority groups
- Encourage children to be reflective and empathetic, continually considering the impact of their decisions and behaviours on others and to be aware of their responsibilities as well as their rights
- Fund raise for local, national and international charities, ensuring understanding of the purpose and impact of the activity through our School Council and Whole School Fundraising Initiatives
- Include all pupils in performances.

Physical Accessibility

- The school will undertake an annual review of the Accessibility Plan to ensure ongoing improvements in physical and curriculum accessibility, considering feedback from pupils, parents, and staff.

Parental engagement

- The school will develop targeted strategies to engage parents from protected and vulnerable groups, including those with English as an additional language and those from disadvantaged backgrounds, to support their children's learning and well-being

Equality objectives

The school will develop specific, measurable, achievable, relevant, and time-bound (SMART) equality objectives that are directly linked to identified needs within our school community, including targets to reduce attainment gaps for PP and SEND pupils and to improve outcomes in writing, particularly spelling and grammar, across all groups.

- Advance equality of opportunity for pupils with SEND by improving access to and engagement with the full curriculum, including foundation subjects such as design technology, geography, and history.
- Foster good relations and understanding of diverse cultures and protected characteristics through curriculum enrichment and pupil leadership development.
- Eliminate discrimination by ensuring behaviour policies and procedures promote inclusivity and effectively address any incidents related to protected characteristics, including bullying.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED, publish this information on the school website every year.

The school will update and publish its equality objectives at least every four years.

Collecting and using information

- In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

Addressing prejudice-related incidents

- The school is opposed to all forms of prejudice.

- The school will ensure that pupils and staff are aware of the impact of prejudice.
- The school will address any incidents immediately and, where appropriate, report them to the LA.
- Staff will receive regular training on identifying and addressing unconscious bias and microaggressions to foster a more inclusive school culture and reduce incidents of prejudice.

Complaints procedures

- The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure.
- Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.
- The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and, appropriate redress.
- If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.
- The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

Specific responsibilities

The Headteacher and Governors will maintain a strategic overview of this Equality Policy. Specific, significant areas for development may form part of the School Development Plan.

Monitoring and review

- The Headteacher will review this policy annually, to ensure that all procedures are up-to-date.
- The policy will be monitored and evaluated by the headteacher and governing board in the following ways:
- Data analysis will include disaggregated attainment and progress data by protected characteristics and vulnerable groups, with a particular focus on PP and SEND pupils, and will inform targeted interventions to close identified gaps, especially in writing and grammar.
- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying
- Any changes made to this policy will be communicated to all members of staff.