

Equality, Diversity and Inclusion Policy

Including Equality Objectives 2025-2029



September 2025

Adopted by Governors: September 2025

Date of review: September 2027

Introduction

1.1 Our school's mission encourages us all to do everything with love, which includes how to interact and treat people. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We endeavour to offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

The Equality Act 2010 brings together for the first time all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery of all services and in the context of this policy in all aspects of the provision of an education.

The Equality Act 2010 replaces all the existing equality law including:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995 and amendment 2005

Whether at work as an employee, a pupil or parent/carer using the service, the message (or purpose) of the Act is that everyone has the right to be treated fairly when using services. The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

There are nine 'protected characteristics'. They are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation.

Equality is about fairness and equality of opportunity which involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of the school community; this includes all school staff as well as pupils, parents, school governors and visitors to school.

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. By promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. By promoting a diversity friendly school culture, we are able to meet our school's aims and objectives more efficiently.

Aims

- We do not discriminate against anyone, be they staff or pupil or parent/carer, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- We challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show equal respect for all people including those from minority groups.
- We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.
- Victims of any forms of discrimination or harassment will be supported by the school and where appropriate we will seek the support of external agencies.

Racial equality

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

We are a School of Sanctuary. We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in our curriculum as seen around school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, through our Religious Education topics, the children learn about other faiths and practices and the importance of respecting others beliefs.

Disability non-discrimination

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long- term adverse effect on their ability to carry out normal day to day activities.

Children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school endeavours to meet the requirements of the amended Disability

Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

Adults in our school may have disabilities. We are committed to meeting the needs of these adults in school.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative tools or equipment where children are unable to manipulate tools or equipment.

Gender equality

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We acknowledge national trends showing that boys' achievement may lag behind girls' and have implemented strategies to support all learners.

Our measures include:

- Removing gender bias from resources.
- Encouraging boys' engagement in reading.
- Staff training on engaging boys in learning.

Teaching strategies include:

- Clear learning objectives and contextual overviews.
- Varied and active learning styles.
- Structured, manageable tasks with regular breaks.

- Positive reinforcement and challenge-based learning.
- Regular positive feedback and rewards;

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

Through our curriculum we will ensure that learners understand the equal importance of different genders, in relationships, families, education and the world of work.

We will challenge and correct negative stereotypes which denigrate or devalue either gender and will promote positive images of all children.

Pregnancy and Maternity discrimination

We will not treat a woman less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

Religious or Belief discrimination

We will not discriminate on grounds of religion or belief including any religious or philosophical belief. That also includes any lack of such religion or belief. A religion may not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

The Role of Governors

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented.

The governing body receives, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- attendance;
- attainment
- progress;
- exclusions;
- parents' and pupils' questionnaires.

Governors take all reasonable steps to ensure that the school environment properly accommodates all people. The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school.

The governing body ensures that no child is discriminated against whilst in our school. So, for example, all children have access to the full range of the curriculum.

The Role of the Headteacher and Leadership Team

It is the headteacher's role to implement the school's policy on equal opportunities, and they are supported by the governing body in doing so.

It is the headteacher's role to make sure that all staff and visitors are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The headteacher promotes respect for other people in all aspects of school life; respect is a core value of the school.

The headteacher views all incidents of unfair treatment with due concern. Action is taken where necessary.

The Role of all Staff

Class teachers ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups and promote diversity and racial equality.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents on CPOMs and draw them to the attention of the headteacher. The incident is usually dealt with in school and we may seek advice from external sources.

Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary. The equality policy and plan is published on the school website and shared via newsletters, assemblies, and staff meetings. Printed copies are available on request.

Adopted by Governors: September 2025

Equalities Objectives 2025-2029

Equality and Inclusion	Strategies	Outcome	Timeframe
To deliver annual staff training concerning disability issues which are specific to the school context e.g. wheelchair users, supporting pupils with hearing impairments.	Audit the pupils in the school for whom an inclusive environment could be impeded by their physical ability/disability.	All staff are fully trained in supporting pupils which includes adjustments to classrooms and outdoor environments.	Annually or as children join our school
To ensure that all policies consider the implications of disability access.	Ongoing review of policies.	Policies reflect current legislation.	Ongoing
To review and monitor the SEND offer to ensure it is still appropriate and relevant to pupils and that it reflects the SEN statutory guidance.	SENDCO to attend relevant CPD and check policies and procedures.	All pupils with SEND are catered for.	Termly
To ensure the school tracking, analysis and reporting mechanisms include specific regard to SEN pupils and that impact of provision can be measured.	SLT and SENDCo ensure through quality assurance of teaching and learning for pupils with SEND.	Through Pupil Progress Meetings, pupils with SEND are discussed and	Termly

		actions put in place in order for them to make progress.	
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Physical Environment	Strategies	Outcome	Timeframe
To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults.	Audit of accessibility of school buildings and grounds by SLT and estates team when making building adjustments.	Modifications will be made to building /development proposals to maintain access.	Ongoing
To ensure building upkeep/maintenance takes account of accessibility requirements.	<p>Maintain step edgings/outdoor ramps/footpath ramps/signs etc. to a good standard to secure ongoing suitable access.</p> <p>Adapting the school accessible toilet for pupils with physical impairments.</p>	<p>Ongoing school upgrade and maintenance will meet requirements of pupils.</p> <p>Adaptations are made to the toilet so that pupils with disability issues can access the toilet.</p>	Reviewed annually or as needed

Curriculum	Strategies	Outcome	Timeframe
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To develop the staff understanding of addressing pupils who require emotional wellbeing and mental health support.	<p>SENDCo to review the needs of children and provide training for staff as needed.</p> <p>Continue accessing relevant CPD via Wirral LA.</p>	<p>Staff are able to enable all children to access the curriculum.</p> <p>Where appropriate, individual behaviour plans are implemented or the relevant support internally via ELSA or via external agencies.</p>	Reviewed on a termly basis
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by the SENDCo.
Increase confidence of all staff in adapting the curriculum for vulnerable / SEND pupils.	<p>Be aware of staff training needs on curriculum access. Assign CPD for Speech, Language and Communication friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation.</p> <p>Online learning modules if required.</p>	Raised staff confidence in strategies for differentiation and increased pupil participation.	Ongoing

Communication	Strategies	Outcome	Timeframe
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To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information is provided in alternative formats as necessary.	As needed
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information. Access to interpreters to be considered and offered if possible.	Parents are informed of their children's progress.	Termly
Provide information in other languages for pupils or prospective pupils.	Access to translators, to be considered and offered if possible.	Pupil and/or parents feel supported and included.	As required