



# Equality Policy

Written by:	S Renwick	
Reviewed at curriculum meeting:	12/05/2026	
Next Review Date:	May 2027	
Ratified by Governors	18/05/2026	

## Introduction

This policy outlines the commitment of the staff and governors to promote equality of opportunity and consider the needs of individuals. This involves tackling barriers which could lead to unequal outcomes for identified groups of pupils, ensuring equality of access and celebrating and valuing the diversity within the school community.

This policy is underpinned by the **Equality Act 2010**, which protects individuals from discrimination in employment and wider society. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school is committed to eliminating unlawful discrimination, harassment and victimisation and to promoting equality of opportunity for all members of the school community, including staff, pupils and families.

We believe that equality should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

## Equality in Employment

The school is committed to ensuring that all employment practices are fair, transparent and compliant with equality legislation.

This includes:

- recruitment and selection
- training and development
- promotion and career progression
- pay and conditions
- performance management
- disciplinary procedures and dismissal

The school will ensure that no employee, job applicant or worker is treated less favourably because of a protected characteristic. All decisions will be based on merit and objective criteria.

The school will make reasonable adjustments for staff with disabilities and will take all reasonable steps to remove barriers to participation and progression.

## **Ethos and Atmosphere**

All pupils are entitled to an education which respects and values their identity, individuality and background and which is free from discrimination and harassment. The school values diversity and promotes respect and understanding.

Reasonable adjustments will be made to ensure access for pupils, staff and visitors with disabilities.

In order to counter prejudice, we believe our pupils should learn about their rights and responsibilities within a diverse, welcoming multicultural society. They need to acquire the knowledge and skills to accept differences of race, culture and religion, to challenge prejudice and injustice and to resolve conflict.

In order to promote this ethos at Wood Ley community Primary School :

- We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- There should be a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and where possible, reflect diversity across all aspects of equality;
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
- The dress code and it includes and respects the rights of members of the school community to dress in a way that is appropriate for their faith;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through multi-faith based assemblies, classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council and through pupil perception surveys & annual pupil questionnaires which seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

## **Teaching, Learning and the Curriculum**

The curriculum reflects a commitment to equality and prepares pupils for life in a diverse society. Teaching challenges prejudice and promotes respect, inclusion and equality of opportunity.

We are aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn. We aim to ensure that:

- all pupils can take part in lessons fully and effectively
- all pupils make good progress
- all pupils feel secure and able to contribute
- all pupils know their contributions are valued
- we take account of pupils' specific religious or cultural beliefs relating to the presentation of ideas and experiences.

### **Teaching and Learning Methodology**

All pupils participate in the same curriculum (unless there is a religious reason why their parents have chosen to withdraw them from some lessons). When planning lessons, staff aim to make the lessons relevant, interesting and accessible to all pupils. Although some groups of pupils do not necessarily require the use of specific teaching methods, planning may be adapted if pupils are not making the expected amount of progress. There is specific guidance to further promote equality of opportunity for particular groups of pupils.

## **Pupils' Progress and Attainment**

Monitoring ensures that any gaps between groups are identified and addressed.

### **Promoting Gender Equality**

Boys and girls participate in the same curriculum. We use a range of activities and contexts for work to take account of the interests and concerns of boys and girls. We avoid gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment. Where appropriate with the older children, segregated changing for PE may be used.

### **Pupils with a Disability or Sensory Impairment**

It is important to recognise that not all pupils with disabilities will necessarily have special educational needs. Wherever possible we aim to ensure that pupils with physical disabilities or a sensory impairment can learn alongside their peers. Children are encouraged to make use of familiar aids, strategies and resources that support them to access the curriculum. This may include equipment to support children, e.g. wheelchair, standing frame or hearing aid, or a different approach to learning and communication strategies for children with other disabilities (e.g. children with social and emotional difficulties).

Potential areas of difficulty will be identified and addressed when work is planned. Teachers take into account such areas as time needed to allow satisfactory completion of tasks, practical considerations, specific difficulties, tiredness and loss of concentration.

### **Pupils Learning English as an Additional Language (EAL)**

We are aware that pupils who speak English as an additional language may need wide ranging support. Planning will take account of the pupil's age, their length of time in the UK, their previous school experience and their experience of other languages. Support will be

given to enable pupils to participate in all subject areas. The school will seek guidance from the EAL advisory team as appropriate.

### **Pupils from Ethnic Minorities and Traveller Groups**

The high expectations of all pupils will similarly be expected for these children and the school will aim to use resources and role models to promote high aspirations and achievement. When planning lessons, staff are aware of the need to use images, examples and language that are inclusive, appropriate and relevant for pupils from ethnic minority or traveller groups.

### **Other Vulnerable Groups**

We are aware that there are other groups of pupils who may have difficulty learning or making the expected amount of progress, due to their home circumstances. Staff take care to support these children through the use of intervention groups, nurture activities or adapted learning experiences. This includes pupils entitled to free school meals (*as opposed to the universal free school meal offer*), from families in the armed forces, a Child in Need or within the CAF system of care and Looked After children or refugees.

### **Curriculum Content**

Curriculum planning reflects a commitment to equality. The curriculum prepares pupils for life in a diverse society where differences are respected. Teaching makes use of opportunities to reflect the background and experience of pupils and families in the school. We teach children about basic human rights and use topics and units of work which raise, explore and value issues of similarity and difference; challenge racism, prejudice and discrimination, and promote equality of opportunity and justice. We are working to introduce a global dimension to areas of the curriculum which are relevant to and examine diverse viewpoints and lifestyles, including the influence of religious, social, cultural and economic factors. We use non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

Through RE lessons and assemblies, children learn about a range of faiths. Children are taught about the beliefs and practices of different religions. In singing assembly children learn some Christian songs but they are not asked to participate in other acts of worship. They are taught to respect and value the beliefs of others. Parents may choose to withdraw their children from assemblies, RE or sex education.

### **Skills**

We provide opportunities for pupils to work co-operatively and collaboratively, to listen to each other and discuss different viewpoints in a rational manner. We aim to develop the critical skills of pupils to enable them to detect and challenge examples of bias, prejudice, stereotyping and racism. We also aim to offer strategies for pupils to enable them to deal effectively with racist incidents and counter racial harassment.

### **Monitoring Teaching, Learning and the Curriculum**

In order to monitor the effectiveness of strategies to promote equality in teaching and learning, the progress of individual and groups of pupils is monitored (see section 3 below). If the monitoring reveals that a group of pupils is not making the expected amount of progress then one course of action may be to adapt teaching methods for that group.

If the monitoring of achievement indicates that a particular group of pupils require a different approach, it may be appropriate to modify the curriculum for a group of pupils or prioritise the needs of that group of pupils. E.g. if monitoring shows that girls are making less progress in maths, teachers may deliberately plan lessons that will appeal to girls. Pupil and parent surveys inform the monitoring of the curriculum. Subject leaders review the content of the curriculum as it changes.

### **Promoting Equality: Pupils' Progress and Attainment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- There are high expectations for all learners;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provision for special educational needs and disability;
- A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning.

### **Monitoring Pupil Progress**

- Pupil progress is monitored termly for reading, writing and maths.
- This is used to identify whether individual children as well as particular groups of pupils are making the expected amount of progress.
- The progress of all groups seen as vulnerable groups is highlighted for specific consideration.
- If there is a significant difference between the progress of all pupils compared to the progress of one particular group, reasons are sought and intervention is taken as necessary to try to narrow the gap.

### **Vulnerable groups monitored are:**

- Special Educational Needs (SEN)
- Looked After children
- Minority Ethnic including Traveller pupils
- Children who speak English as an additional language (EAL)
- Pupils whose parents are in the Armed Forces

- Pupils who are entitled to Free School Meals (as opposed to the universal free school meal entitlement) PP
- Monitoring may also take place with regards to gender.
- Other groups may be added according to school, local or national policy or trends.

## **Behaviour, Discipline and Exclusions**

The school applies behaviour policies fairly and consistently. Where additional needs affect behaviour, appropriate support and reasonable adjustments will be made.

Whilst all pupils are expected to follow the rules, it is acknowledged that some pupils find this difficult for a range of reasons. In order to help all pupils work towards the agreed whole school rules some children have additional support. This may include participating in an intervention group to develop social skills, personal incentive charts and rewards, in-class support, work with outside agencies or other appropriate action.

### **Monitoring Behaviour, Discipline and Exclusions**

The school uses the Suffolk County Council system to report exclusions.

## **Attendance**

The school works with families and external agencies to remove barriers to attendance.

The school Attendance Policy outlines the expectations of the school and what action is taken if attendance falls below expected levels. The policy is carried out for all pupils. Where pupils have a medical condition that makes it difficult to attend school, the class teacher works with the family to maintain positive relationships and promote opportunities for learning. The school also has a policy for the administration of medicines for pupils to enable them to attend school. Outside agencies may be consulted to support families where children are reluctant to come to school.

## **Countering and Challenging Harassment and Bullying**

The school counters and challenges all forms of discriminatory behaviour.

The school recognises the following forms of unlawful conduct under the Equality Act 2010:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability
- Harassment
- Sexual harassment
- Victimisation

All incidents will be taken seriously and addressed in line with school procedures.

The school Anti Bullying Policy is included in the school Behaviour Policy and outlines how the school aims to prevent bullying and sanctions that are imposed if bullying is found to have taken place.

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents.
- A member of staff or other adult in the school community who considers that they are being bullied is encouraged to talk to the Headteacher. Alternatively, they may make a formal complaint in writing to the Headteacher, or the Chair of Governors as appropriate;
- The School Whistle Blowing Policy protects staff who may wish to make a disclosure if they consider that malpractice has taken place;
- Procedures for dealing with racist incidents are listed in this policy

### **Sexual Harassment (Updated Legal Duty)**

The school recognises its legal duty (introduced in October 2024) to take reasonable steps to prevent sexual harassment in the workplace.

This includes:

- clear expectations of behaviour
- staff training
- effective reporting procedures
- prompt investigation and action

The school may be held liable for incidents unless it can demonstrate that all reasonable steps have been taken.

### **Partnership with Parents/Carers and Community**

The school works in partnership with families to promote inclusion and equality.

### **Staff Recruitment and Professional Development**

All posts are advertised formally unless there is a clear and lawful reason not to do so.

Recruitment and selection processes are:

- fair and transparent
- based on objective criteria
- free from discrimination

The school:

- monitors equality data for applicants and staff
- ensures equal access to professional development
- provides equality training during induction

## **Equal Pay**

The school is committed to equal pay and ensures that men and women receive equal pay for work of equal value in line with the Equality Act 2010.

## **Public Sector Equality Duty**

As a public body, the school complies with the Public Sector Equality Duty and has due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between groups

This duty informs decision-making across all areas of school life, including employment.

## **Monitoring and Review**

The school will:

- monitor equality across recruitment, retention, promotion and training
- review data to identify trends or inequalities
- report findings to senior leaders and governors

## **Equality Impact Assessments (EIA)**

The school will carry out Equality Impact Assessments where appropriate when developing or reviewing policies and procedures.

These ensure that decisions do not adversely affect any group and support compliance with equality duties.

## **Responsibilities**

### **Governing Body**

- Ensure compliance with equality legislation
- Monitor implementation of the policy

### **Headteacher and Senior Leaders**

- Provide leadership on equality

- Ensure staff training and awareness
- Respond to incidents appropriately

## **Staff**

- Promote equality in practice
- Challenge discrimination
- Keep up to date with legislation

## **Definitions (Updated)**

Definitions in this policy are based on the **Equality Act 2010**.

- **Disability:** A physical or mental impairment with a substantial and long-term adverse effect on daily activities
- **Racism:** Behaviour or practices that disadvantage individuals based on race or ethnicity

## **Final Note**

All members of the school community share responsibility for promoting equality and ensuring that the school remains inclusive, fair and compliant with current legislation.