

Endon Hall Primary & Nursery School

'Inspire today to achieve tomorrow'



Equality, Equity, Diversity and Inclusion Policy

Policy in place: Nov 2013

Latest policy update: March 2025

Review date: March 2026

Endon Hall Primary & Nursery School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality between different groups
- Foster good relations between different groups
- Promote mental health and wellbeing

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every child receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our children. We are committed to supporting and celebrating all children's individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all children from across the ability range and aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all children in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another, based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other, developing positive working relationships.

We want children to feel valued in school. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school and feel valued by everyone in the school community.

We wish to work closely with the School Council to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We aim to be judged at least Good in all school inspections by ensuring that standards for all children are higher than schools of a similar size and compare favorably to national trends.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Aims

- To put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally, irrespective of their age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.
- To achieve the highest standards of teaching and learning for all children irrespective of their age, gender reassignment, being pregnant or on maternity leave, disability, race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.
- To work with other schools and the Local Authority to share good practice in order to improve this policy.

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of children with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

Responsibility for the Policy and Procedure

Role of the Governing Board

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure children and potential children will not be discriminated against, harassed or victimised in relation to:
 - Admissions
 - The way the school provides and education for children
 - How children are provided with access to benefits, facilities and services
 - The exclusion of a child or subjecting them to any other detriment
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the Headteacher

Role of the Headteacher

- Implement and champion this policy, ensuring that all staff and children apply its guidelines fairly in all situations.
- Conduct annual training sessions/updates to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for children who require immediate interventions, parental assistance and personal counselling.

Role of the Staff

- Be alert to the possible harassment of children, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Engage with annual training sessions/updates and read the updated policy
- Have due regard to the sensitivities of all children, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

Role of the Link Governors

The Link Governors will:

- work closely with the Headteacher to ensure oversight of this policy within their link roles
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- consider equality when attending training related to their roles
- report to the Governing Board on their link work and any equality considerations every term
- annually report to the Governing Board on the success and development of this policy within their link roles and main role as Governors

Role of the Children

Children will:

- be aware of and comply with this policy
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations
- challenge inappropriate language behaviour

- tackle bias and stereotyping
- work to promote anti-bullying strategies
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work
- produce work of a high standard
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- participate fully in all lessons
- participate in discussions concerning progress and attainment
- treat others, their work and equipment with respect
- support the school Behaviour guidance to ensure the smooth running of the school
- talk to others without shouting and will use language which is neither abusive nor offensive
- hand in homework properly completed and on time
- wear correct uniform
- liaise with the School Council
- take part in questionnaires and surveys

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Board
- discussing improvements to this policy during the school year
- organising surveys to gauge the thoughts of all children
- reviewing the effectiveness of this policy with the Governing Board

Promoting inclusion

The school will promote inclusion and equality through:

- Ensuring, as far as possible, that our Governing Board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in children an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose children to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all children, regardless of any protected characteristic that they may have.
- Communicating our policy to parents/carers to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the School Council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a child from a particular social or racial group, or with SEND.

The curriculum

Children will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a child may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, the school will:

- Provide a whole school pedagogy of texts which promotes equality and diversity
- Provide age appropriate/context specific texts and resources that reflect the whole school pedagogy and a balance of interests across genders
- Review and monitor planning maps to ensure that a diverse range of protected characteristics are held by 'inspirational individuals' taught about in all subjects
- Effective use of inclusive teaching strategies will remain a key aspect of the termly programme of monitoring

The school will respect the right of parents/carers to withdraw their child from sex education and/or Religious Education (see Religious Education 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. Staff will ensure that children 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 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.

Staff will ensure that any Special Educational Needs or Disabilities (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.

Bullying and discrimination

Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The Headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Policy.

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

Concerns

The Complaints Policy will be used to deal with any concern/complaint, including discriminatory complaints from any member of the school personnel. Any case of harassment will be dealt with by the school's disciplinary procedure.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy
- follow advice and guidance provided by school staff in order to provide effective support at home for their child

- make school aware of any barriers they face to accessing the environment or information so that adjustments can be made
- be encouraged to take an active role in the life of the school by attending:
 - parent/carer open evenings
 - parent/carer drop-in sessions
 - parent-teacher consultation sessions
 - school concerts and celebrations
 - fundraising and social events
- be encouraged to work in school as volunteers
- be encouraged to organise after school clubs or groups
- be asked to take part periodic surveys conducted by the school

Raising Awareness of the Policy

We will raise awareness of this policy via

- the school website
- staff meetings/briefings/training
- meetings with parents/carers such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school stakeholders
- communications between home and school
- reports to stakeholders

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Ethos and vision
 - Equal opportunities
 - Inclusion
 - SEND
 - Anti-bullying
 - Assessment
 - Curriculum
 - Behaviour & Discipline
 - Sex and Relationships
 - Teaching and Learning
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability race (including colour, nationality ethnic or national origin), religion or belief, sex or sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any child and it helps to promote equality at this school.

The Public Sector Equality Duty

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding children who have any of the protected characteristics outlined in this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and children will not be pressured into providing information related to any characteristic which they may identify with.

Monitoring the effectiveness of the policy

The practical application of this policy will be reviewed annually or when the need arises by the SLT/Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Board for further discussion and endorsement.

Linked Policies

▪ Anti-bullying	▪ Assessment	▪ Accessibility
▪ Behaviour	▪ RSHE	▪ Learning Environment and Display
▪ Curriculum	▪ SEND	▪ Complaints

Headteacher:	Miss V Lewis	Date:	March 2025
Chair of Governing Board:	Mr A Hall	Date:	March 2025

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Equality, Equity, Diversity and Inclusion Policy	Detailed on page 1 pf the policy		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																					Conclusion				
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender reassignment			Sex			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender reassignment			Sex			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender reassignment			Sex			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																						
Preliminary EIA completed by							Date				Preliminary EIA approved by							Date					
G Fairhall / V Lewis							March 2025				A Hall							March 2025					