

# 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 2026

**Review date:** March 2027

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.

Our school's demographic state is directly linked to our overall aims for achieving equality. Specific actions towards achieving these aims are detailed in school action plan documents.

We aim to:

- **Strengthen inclusion**

*As a less diverse setting, children may not regularly encounter people from different protected characteristic groups - 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. Therefore, we are clear that a strong focus on inclusion and raising the visibility of protected characteristic groups is essential.*

- **Maintain high outcomes for vulnerable groups**

*Although numbers are lower than national averages, we recognise that vulnerable groups must be carefully monitored and supported to reduce and eliminate any attainment gaps.*

- **Promote cultural awareness beyond the immediate community**

*Endon Hall is a predominantly White British school with lower than national figures for ethnic diversity. Children may have limited day-to-day exposure to different cultures, faiths, languages and lived experiences therefore we will actively promote awareness in this area.*

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 pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

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
- Protection from Harassment Act 1997
- The Worker Protection (Amendment of Equality Act 2010) Act 2023
- The Equality Act 2010 (Specific Duties) Regulations 2011

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

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

This policy operates in conjunction with our Equality Statement & Objectives, and with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance & Absence Policy
- RSHE Policy
- Curriculum Policy
- Behaviour Policy
- School Uniform Policy
- Admissions Policy
- Anti-bullying Policy
- Child Protection & Safeguarding Policy
- Complaints Policy

## **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.
- Ensure that the equality information and objective as set out in this statement are published and communicated throughout the school, including to staff, children and parents.
- 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.
- Monitor success in achieving equality aims and objectives and report back to governors.

### **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 an expected 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
- 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:

- engaging in and reviewing the effectiveness of this policy, with feedback to the Governing Board where appropriate
- discussing improvements to this policy during the school year
- organising surveys to gauge the thoughts of all children

### **Forms of discrimination**

Discrimination is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

**Direct discrimination** occurs where someone is treated less favourably because of one or more of the protected characteristics outlined in Appendix A. For example, refusing to admit a child because of their race.

**Indirect discrimination** occurs where a school has a policy or practice in place that applies to all children but puts people with the same protected characteristic at a particular disadvantage. For example, a school rule that bans certain hairstyles, that would disproportionately affect children from a particular ethnic origin. Such a requirement will need to be objectively justified.

**Harassment** related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating a child's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

**Victimisation** is also prohibited. This is less favourable treatment of a child who has complained or given information about discrimination or harassment, or supported someone else's complaint.

### **Protected characteristics**

Staff will not discriminate against, harass or victimise a child, or prospective pupil, because of their:

- Sex
- Race
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Staff will not discriminate against a child, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the child or prospective pupil is associated.

Staff will not discriminate against a child, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

### **Race and ethnicity**

Staff will ensure that children of all races and ethnicities are not singled out for different and less favourable treatment from that given to other children and the school will regularly review its practices to ensure that they are fair.

Staff will ensure children with English as an Additional Language (EAL) are treated equally and fairly, while ensuring they are supported at all times. The school will not separate children on the basis of their race or ethnicity.

The school may, however, take positive action to alleviate any disadvantage experienced by those with protected characteristics, and to address the particular challenges affecting children of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

### **Disability**

Staff will ensure that children with disabilities are not singled out or treated less favourably than other children simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on children with disabilities (e.g. by making physical fitness a basis for admission,), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against children with disabilities because of something arising in consequence of their disability (for example, by not allowing a child on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will endeavour to make reasonable adjustments for children who are disadvantaged due to their disability. The school will provide auxiliary aids where necessary, to ensure the full inclusion of children with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for children with disabilities and ensure that an Accessibility Plan is implemented – in accordance with the LA accessibility strategy – and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for children with SEND.

### **Religion and belief**

Staff will ensure that children are not singled out or treated less favourably because of their actual or perceived religion or belief, their lack of religion or belief, or their association with someone who holds a particular religion or belief. The school will ensure that children are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave children will be granted in relation to religious observance.

### **Promoting inclusion**

The school will promote inclusion and equality through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- 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 e.g. opening children's eyes to wider contexts and possibilities, recognising difference and diversity, championing inclusion, encouraging wider connections, experiencing things beyond the school's context
- 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 e.g. 'The Greats'
- 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 staff. 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/promote access to 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 staff:

- 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

This policy will be reviewed by the Headteacher and Governing Board annually and updated where appropriate – any amendments will be duly communicated to staff.

<b>Headteacher:</b>	Miss V Lewis	<b>Date:</b>	March 2026
<b>Chair of Governing Board:</b>	Mr A Hall	<b>Date:</b>	March 2026

## 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							
	Age			Disability			Gender reassignment			Sex			Pregnancy or maternity			Race			Religion or belief			Sexual orientation				
Does or could this policy have a negative impact on any of the following?	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?	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?	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
	✓			✓			✓			✓			✓			✓			✓			✓			✓	✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.		
<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>
G Fairhall / V Lewis	March 2026	A Hall	March 2026