

Equality Duties and Information

Wheelwright Lane Primary School



Learning For Life

Approved by Governors:

September 2026

September 2027

1. INTRODUCTION

1.1. Wheelwright Lane Primary School welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual orientation.

1.2. Wheelwright Lane Primary School welcomes its duty under the Education and Inspections Act 2006 to promote community cohesion.

1.3. Wheelwright Lane Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

1.4. Equality and the protected characteristics

Wheelwright Lane Primary School recognises the nine protected characteristics in the Equality Act 2010: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. We have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations.

1.5. The school will consider equality implications when developing, reviewing or implementing policies, procedures and significant decisions. We will use relevant pupil, attendance, behaviour, achievement and participation information to identify where groups may experience barriers or unequal outcomes and will take proportionate action where appropriate.

1.6. We recognise that equality does not mean identical treatment. Positive action, reasonable adjustments and other proportionate measures may be appropriate to remove or reduce disadvantage, meet different needs and enable full participation.

2. OUR COMMITMENT TO EQUALITY

2.1. All learners are of equal value.

Our equality commitment applies to all nine protected characteristics identified in the Equality Act 2010. In the context of pupils, we also recognise the importance of ensuring that no child is disadvantaged because of their family circumstances, language, culture, care experience, socio-economic circumstances, or any other characteristic or circumstance that creates a barrier to inclusion.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their sex and gender reassignment

- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation.

2.2. We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- sex, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion,

2.3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between pupils of different sexes, and an absence of sexist or homophobic harassment.

2.4. We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their sex and sexual orientation, and with full respect for legal rights relating to pregnancy and maternity

2.5. We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies and practices, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- people regardless of sexual orientation

2.6. Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- people regardless of their sex and gender reassignment
- people regardless of sexual orientation

2.7. We recognise that the actions resulting from a policy statement such as this are what make a difference.

2.8. We keep our equality objectives under review and report annually on progress towards achieving them.

2.9. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our commitment set out above.

2.10. No Outsiders

We teach and uphold the values of the No Outsiders curriculum as part of our commitment to equality, diversity, inclusion and community cohesion. Through age-appropriate teaching, stories, discussion and wider school experiences, pupils are supported to understand and value difference, recognise that everyone belongs, develop empathy and respect, and challenge prejudice and discriminatory language. The No Outsiders approach reinforces the message that there are no outsiders in our school: everyone is different, everyone is valued, and everyone is welcome. It supports pupils to develop the confidence and language to listen to others, understand different perspectives, form positive relationships and live well alongside people whose experiences or identities may differ from their own.

2.11. Teaching about equality and diversity

Equality and diversity are reflected across the curriculum and school life, including through PSHE/RSHE, assemblies, literature, discussion, displays and enrichment. Teaching about protected characteristics is age-appropriate, inclusive and consistent with statutory guidance. We promote respect for different families, cultures, religions and beliefs, disability, race, sex and other relevant differences, while ensuring that pupils are supported to ask questions safely and respectfully.

2.12. Accessibility and reasonable adjustments

We seek to identify and remove barriers to participation and learning for disabled pupils, staff, parents and visitors. Reasonable adjustments will be considered and implemented where required, including in relation to communication, access to premises, teaching and learning, school activities and engagement with families.

3. ETHOS AND ORGANISATION

3.1. We ensure that our commitments listed in above apply to the full range of our policies and practices, including those that are concerned with:

3.2. Equality considerations in decision-making

When making or reviewing decisions, we consider whether there could be a disproportionate or adverse impact on people who share a protected characteristic and whether changes, reasonable adjustments or other measures are needed. Equality considerations are embedded into school improvement planning, curriculum review, behaviour and attendance work, recruitment and staff development, and the review of relevant policies.

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

4. ADDRESSING PREJUDICE AND PREJUDICE RELATED BULLYING

4.1. Wheelwright Lane Primary School is opposed to all forms of prejudice including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

4.2. All members of staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

4.3. We take seriously our obligation to report the numbers, types and seriousness of prejudice-related incidents at our school. Incidents are reported to the Local Authority electronically

4.4. Prejudice-related incidents may include racist, faith-based, disability-related, sexist, homophobic, biphobic, transphobic or other discriminatory language or behaviour. We will respond promptly, support those affected, educate where appropriate, record incidents consistently and use patterns in the data to inform prevention and improvement.

5. ROLES AND RESPONSIBILITIES

5.1. The Governing Body is responsible for setting the framework to promote and value equality and diversity at the school and for monitoring the effectiveness of the policy.

5.2. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented

5.3. The Governing Body will regularly monitor the implementation and effectiveness of this policy.

5.4. The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

5.5. All staff members are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver lessons that reflect the school's commitment to equality
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

6. INFORMATION AND RESOURCES

6.1. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

6.2. All members of staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail as required.

6.3. We make relevant equality information available to pupils, parents, carers, staff and governors in accessible formats where reasonably practicable. We welcome questions and feedback about equality, diversity and inclusion and will consider feedback when reviewing our practice.

6.4. Equality information and objectives will be published and reviewed in line with the school's statutory duties. Where appropriate, information will be anonymised and handled in accordance with data protection requirements.

7. RELIGIOUS OBSERVANCE

7.1. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

8. STAFF DEVELOPMENT AND TRAINING

8.1. We ensure that all staff members, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. BREACHES OF THE POLICY

9.1. Breaches of this policy will be dealt with under the school's disciplinary and grievance procedures.

10. MONITORING AND EVALUATION

10.1. We monitor the application and effectiveness of this policy, and make adjustments as appropriate.

10.2. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. This policy should be read alongside the Equality Act 2010, relevant Department for Education guidance, the school's accessibility arrangements, behaviour and anti-bullying procedures, safeguarding arrangements, SEND policy, admissions arrangements, curriculum policies and relevant staff policies.

10.3. Monitoring will consider the impact of school policies and practice on different groups, including whether there are differences in access, participation, attendance, behaviour, exclusions, attainment or progress. Where a disparity is identified, leaders will consider the reasons for it and whether further action is required.

10.4. The school's equality objectives will be reviewed at least every four years, with progress monitored annually and reported through the appropriate governance arrangements.

10.5. Statutory reference

Signed; Mrs S Perry - Head Teacher

Signed ; Mr D Grove - Chair of Governors

Date - September 2026

Date for review - June 2028