



Elizabeth Woodville
Primary School

Equality Policy

This policy is reviewed every year and its objectives updated every 4 years. The objectives are due for renewal in June 2030. This policy was agreed by the Governing Body of Elizabeth Woodville Primary School on 1st June 2026

Statutory Policy

Contents

1. Our School's Aims
2. Equality statement and School Vision
3. Legislation and guidance
4. Roles and responsibilities
5. Eliminating discrimination
6. Advancing equality of opportunity
7. Equality considerations in decision making.
8. Responding to equality incidents
9. Equality objectives
10. Monitoring arrangements
11. Links with other policies

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Children, staff and governors at Elizabeth Woodville Primary School are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences. At Elizabeth Woodville, we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Equality Statement and School Vision

Our Equality Statement is based on the principles above and aims to ensure that:

'All pupils and members of staff at our School are provided with opportunities to fulfil their potential whatever their sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.'

Our vision and values

At Elizabeth Woodville, we 'strive for excellence together' for every child, no matter what their backgrounds or starting points. Our core values have been designed to encompass all stakeholders and pupils. We strive for these values to be lived out by all who work, volunteer and learn at Elizabeth Woodville.

'Striving for Excellence Together'

At Elizabeth Woodville Primary School, we work together to provide a supportive and stimulating learning environment, which enables every child to succeed.

We nurture natural curiosity for learning by offering a range of creative learning opportunities, based on the needs of our children, with progress and partnership being key.

Our passion lies in developing happy, motivated, independent, confident learners who reach their full potential.

Achievement and Standards	Personal Development and Well-Being	High Quality Curriculum	Leadership & Management	Premises
Become highly motivated and active life-long learners Be able to work independently and collaboratively Gain advanced technological skills Achieve high standards in all areas	Develop lively enquiring minds and a spirit of curiosity Have high self-esteem through respect for themselves, others and the environment Communicate effectively Develop a strong awareness of their own health and well-being	Have staff who provide high quality teaching and learning experiences Ensure pupils have an understanding of the wider world, work and economics	Have an ethos of support, challenge and encouragement to succeed Promote strong partnerships between home, school, other services and the community To give a clear direction and purpose which is translated into clear targets	Provide a stimulating learning environment Have a rich, varied and up-to-date range of learning resources To utilise new and emerging technologies to support pupils in embracing the future

Legislation and guidance

This policy meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This policy is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Roles and Responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

- Support the Headteacher in implementing any actions necessary.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff will:

- Be fully aware of the Equality Policy and how it relates to them.
- Have regard to this document and to work to achieve the objectives as set out in our Equality Act Statement.
- Understand that this is a whole school issue and support the Equality Policy.
- Make known any queries or training requirements.

Our pupils will:

- Be involved in the further development of the Policy through the PSHE curriculum and will understand how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with the Policy.
- Be encouraged to actively support the Policy.

Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the Policy through parents' survey and other engagement activities.
- Have access to the Policy on the school's website and printed on request.
- Be encouraged to actively support the Policy.
- Be encouraged to attend any relevant meetings and activities related to the Policy.
- Be informed of any incident related to this Policy which could directly affect their child.

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

Advancing Equality of opportunity

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities include all or some of the following, dependent on our current priorities, which are outlined in our Equality Act Statement.

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- Preparing pupils for entry to school
- Reviewing school policies with equality as a focus
- The provision of school meals
- Opportunities for assessment and accreditation
- Test arrangements
- Behaviour management approaches and sanctions
- Suspension and exclusion procedures
- School clubs, activities and school trips
- The school's arrangements for working with other agencies.
- Preparation of pupils for the next phase of education
- Teaching and learning and the planned curriculum.
- Classroom organisation
- Timetabling
- Homework
- Access to school facilities
- Activities to enrich the curriculum.
- School sports
- The explicit teaching of tolerance as a British value
- Employees' and staff welfare

In fulfilling this aspect of the duty, the school will:

- Analyse academic data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.

Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting friendship and an understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. We will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is made up of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

Equality Considerations in Decision Making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

Responding to equality incidents

If a member of the public feels that they have suffered harassment or being treated unfairly by the School because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class they should report this without fail through the School's Complaints Procedure. Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviours. Complaints about staff will be investigated using the appropriate procedures.

Monitoring complaints is also an alternative method of gathering information to establish whether we are meeting our equality duties. We will report regularly to the Governing Body on complaints made and action taken.

Tackling Discrimination

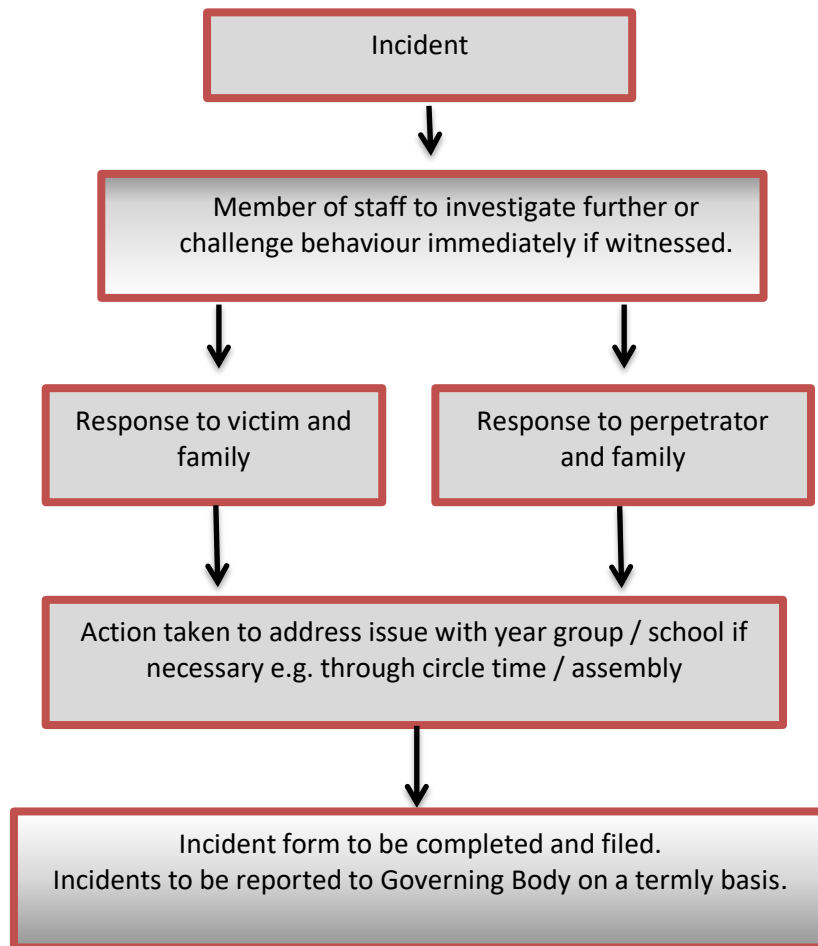
Harassment on account of race, gender, disability, religion or sexual orientation is unacceptable and is not tolerated within the school environment. This is made clear in the 2010 Equality Act. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole school. We respond to incidents in the following way:



Equality Objectives at Elizabeth Woodville

We undertake a review of this policy annually. We review and update our equality objectives every 4 years, which can be found in our Equality Statement Review published on our website.

Monitoring Arrangements

- The Headteacher and Senior Leadership Team will update the equality information we publish at least every year, against the equality objectives.
- This policy will be reviewed annually by the governing body.
- The equality objectives will be updated every 4 years by the Headteacher.

Links with other Policies

This policy links to the policies detailed below:

School Management and Finance Policies

Policy Name	Relevant Link*
Leicestershire LA Admissions Policy (Including Admissions Appeal Protocols)	All aspects of equality
Administration of Medicines Policy	Disability
Accessibility Policy	All aspects of equality
Accidents, Illness and Near Misses Policy	Disability
Allegations of Abuse Against Staff Policy	All aspects of equality
Attendance Policy	All aspects of equality
Behaviour Policy	All aspects of equality
Capability Procedures (teaching and non-teaching staff)	All aspects of equality
Charging and Remissions Policy	All aspects of equality
Child on Child Abuse Policy	All aspects of equality
Complaints Policy	All aspects of equality
Disciplinary Procedures	All aspects of equality
Early Career Teacher Policy	All aspects of equality
Equality Policy	All aspects of equality
Food Safety Policy	Disability
Food Allergy Policy	All aspects of equality
Intimate Care Policy	All aspects of equality
Leave of Absence Policy	All aspects of equality
Low Level Concerns Policy	All aspects of equality
Management of attendance procedures	All aspects of equality
Maternity and Family Leave Policy	All aspects of equality
Menopause Guidance	Gender
Recruitment and selection Policy (safer recruitment)	All aspects of equality
Safeguarding Policy	All aspects of equality
Special Educational Needs and Disabilities Policy	All aspects of equality
Supporting Pupils with Medical Needs who cannot Attend School Policy	All aspects of equality
Work Experience and Volunteering Policy	All aspects of equality

Curriculum and Other School Policies

Policy Name	Relevant Link
Anti-Bullying Policy	All aspects of equality
Behaviour Policy	All aspects of equality
British Values Policy	All aspects of equality
Communication Best Practice Guidance	All aspects of equality
Curriculum, Teaching and Learning Policy	All aspects of equality
Designated Teacher and Looked After Children Policy	All aspects of equality
Early Years Foundation Stage Policy	All aspects of equality
Elizabeth Woodville Local Offer (SEN)	All aspects of equality
English Policy	All aspects of equality
Feedback Policy	All aspects of equality
Fire Safety Policy	Disability
Handwriting and Presentation Policy	All aspects of equality
Homework policy	All aspects of equality
Healthy Eating Policy	All aspects of equality
Mathematics and Calculation Policy	All aspects of equality
Online Safety Policy	All aspects of equality
Relationships and Sex Education Policy	All aspects of equality
Remote Learning Policy	All aspects of equality
Science Policy	All aspects of equality
Uniform policy	All aspects of equality