Equality Policy

October 2026

Approved by: Hazel Richards
Last Reviewed on: October 2026
Next Review Date: October 2027

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

At Wilkinson Primary School we aim to promote respect for difference and diversity in accordance with our values. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, disability, sex, sexual orientation, gender reassignment, religion or belief, pregnancy and maternity, and age for staff. We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice. We aim to develop a culture of inclusion and diversity, in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, sex, age and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legislation and guidance

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

Protected Characteristics

The protected characteristics for the schools provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race, religion or belief

- Sex
- Sexual orientation.

Age, marriage and civil partnership are not protected characteristics for the school's provisions, but do apply to staff.

Roles and responsibilities

The governing board 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

The equality link governor is Mr A. Foster. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Report back to the full governing board regarding any issues

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

The designated member of staff for equality is Miss Lane although this will be covered by Mr Bickford during the 2026 – 2027 school year. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor as necessary to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work towards achieving the equality objectives set out in Section 10.

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 – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- 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 (e.g. encouraging all pupils to be involved in the full range of school clubs) In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

Accessibility

Wilkinson Primary School will comply with the Building Regulations and the Education (School Premises) Regulations and should be physically accessible to disabled pupils.

We will plan to:

- Increase the extent to which disabled pupils can access the school curriculum
- Improve the physical environment of the school to increase the extent to which disabled pupils can access education and associated services
- Improve access to written information which is provided to disabled pupils. This will be done within a reasonable period of time and in formats which take account of the views expressed by the pupils and parents/carers about their preferred means of communication. We will work actively to anticipate the needs of disabled staff and pupils and will ensure the inclusion of disabled people by making reasonable adjustments.

We will consider the following in deciding when a reasonable adjustment request can be met:

- How effective the change will be in assisting the disabled person
- Its practicality

- The cost
- The resources and size of school
- The availability of any financial support
- Any safety issues

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 tolerance, friendship and 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/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes 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 formed 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors. We follow the Local Authority policy and guidance for admissions to school.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionality is identified and dealt with.

Equality Objectives

Objective 1: Ensure all pupils make strong progress regardless of background or need

Why we have chosen this objective:
To reduce barriers to learning and ensure all pupils, including disadvantaged pupils and those with SEND, achieve their full potential.

To achieve this objective, we plan to:

- Monitor attainment and progress data for all pupil groups termly.
- Identify and address barriers to learning through targeted support and intervention.
- Ensure teaching is appropriately adapted to meet the needs of all learners.
- Provide staff training on inclusive classroom practice.

Outcome:
All groups of pupils will make strong progress from their starting points, with any attainment gaps reducing over time.

Objective 2: Promote understanding, respect and celebration of diversity

Why we have chosen this objective:
To prepare pupils for life in modern Britain and develop a culture of respect and inclusion throughout the school community.

To achieve this objective, we plan to:

- Deliver a curriculum that reflects a diverse range of cultures, backgrounds and experiences.
- Promote equality and inclusion through assemblies, PSHE and curriculum opportunities.
- Celebrate cultural, religious and awareness events throughout the year.
- Challenge stereotypes and discriminatory language whenever it occurs.

Outcome:
Pupils will demonstrate positive attitudes towards difference and show respect for all members of the school community.

Objective 3: Strengthen inclusion and stakeholder engagement

Why we have chosen this objective:
To ensure that all pupils, families and staff feel welcomed, valued and able to contribute to school life.

To achieve this objective, we plan to:

- Seek feedback from pupils, parents, carers and staff through surveys and consultation.
- Provide opportunities for pupils to contribute to decision-making.
- Maintain positive communication with families.

- Ensure reasonable adjustments are made where required to support accessibility and participation.

Outcome:
Stakeholders will report feeling included, respected and able to participate fully in the life of the school.

These three objectives align closely with the Public Sector Equality Duty while being achievable and measurable within a single academic year.

Monitoring arrangements

The Headteacher will review the equality information at least every year.

This document will be reviewed by the governing board/Headteacher at least every year.

This document will be approved by the governing board.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- School Development Plan
- Behaviour
- SEND