



Equality, Equity, Diversity and Inclusion Policy

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Children's Rights (United Nations Convention on the Rights of the Child)

Article 12 – Children should have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

Article 14 – Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 16 – Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 22 – Children who come to this country as refugees should have the same rights as children born in that country.

Article 23 – Children who have any kind of disability should have special care and support so they can live full and independent lives.

Article 28 – All children and young people have a right to primary education which should be free. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 – Education should develop each child's personality to the full. It should encourage children to respect their parents/carers and their own and other cultures.

Article 30 – Children have the right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

West Town Lane Academy 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.

Legal framework

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
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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'
- Public Sector Equality Duty (PSED)

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Relationships and Sex Education Policy
- Personal, Social, Health Education Policy
- Admissions Policy
- CiC and PLAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils and staff. We are committed to supporting and celebrating all pupils', pupils' families and staff'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. Specifically, we aim to:

- close achievement gaps of SEND/Pupil premium children and to continue to monitor all vulnerable groups.
- develop and adapt our curriculum and to further educate the children about equality and cultural awareness.
- use role models from our diverse community to promote education and inspire our children.

These aims will be reviewed at least every 4 years and should reflect the current demographic and needs of our school community.

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

1) Pupils will be identified and supported where appropriate with quality first teaching and additional intervention where required.

The achievement gap between SEND/Pupil Premium and non-SEND/Pupil Premium will be closely monitored and will decrease over time.

2) Review and adapt our curriculum planning where appropriate to focus on

equality and cultural awareness. Purchase resources which are non-gender stereotyped etc.

Outcomes to be measured through our monitoring process.

3) Learn about/invite members of our community into school to talk about their experiences.

Outcomes to be measured through the monitoring process.

Protected characteristics

We will not discriminate against any of the 9 protected characteristics, which include:

- 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.
- Marriage and Civil Partnership
- Age

Sex

For the purpose of this policy, sex refers to a person's biological assignment at birth depending on their reproductive organs. We understand some people identify as a gender different to the one they were assigned at birth, and we will support pupils and staff through their transitioning phases.

We will ensure that pupils and staff of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but we will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Race and ethnicity

We will ensure that pupils and staff of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and staff, regularly reviewing our school practices to ensure that they are fair.

We will ensure pupils and staff with EAL are treated equally and fairly, while ensuring they are supported at all times.

We will not segregate pupils or staff on the basis of their race or ethnicity.

We may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

Disability

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

We will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against pupils or staff with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil 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.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils or staff with disabilities.

We will meet our duty to undertake accessibility planning for pupils and staff with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school adheres to our Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

We will ensure that any medical conditions related to a pupil or staff with a protected characteristic is fully supported.

Religion and belief

We will ensure that pupils or staff are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils or staff 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 Policy.

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

Sexual orientation

We will ensure that all gay, lesbian and bisexual staff and pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils or staff, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. We will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with our Relationships and Sex Education Policy.

We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

We will support LGBTQ+ pupils and staff to feel comfortable and ensure they can celebrate their identity.

We will ensure that there is a designated safe space within our school where pupils can discuss issues of sexual orientation without fear of discrimination.

Gender reassignment

We will ensure that pupils or staff are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans. We will regularly check our school practices to ensure that they are fair in this regard. We recognise that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pupils and staff have the right to dress in accordance with their true gender identity within the constraints of our dress code.

We will ensure that there are suitable toilet and changing facilities for pupils and staff to use, including:

- Unisex/gender-neutral toilets and changing facilities.
- Gender-specific toilets and changing facilities.
- Private changing facilities.

We will support trans staff to feel comfortable and ensure they can celebrate their identity.

Pregnancy and maternity

We will ensure that pupils and staff are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.

We will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils and staff who are pregnant or have just given birth.

Marriage and Civil Partnership

We will ensure that staff are not singled out or treated less favourably because of their marriage or civil partnership status.

Age

We will ensure that pupils or staff are not singled out or treated less favourably because of their age, regularly reviewing our school practices to ensure that they are fair.

Children in Care (CiC) or Previously Looked-after Children (PLAC) *Note: this is not considered a protected characteristic but for the purpose of this policy and contextual appropriateness, we have decided to include this section*

CiC and PLAC will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

We will ensure that pupils 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 CiC and PLAC, 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.

We will ensure that any SEND that CiC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

The school adheres to our CiC Policy containing further information addressing equal opportunities for CiC.

Our Curriculum

We believe that our mission, values and vision align with our statutory and moral duty to teach and celebrate equality, equity, diversity and inclusion. We allow flexibility in our curriculum to respond to issues pertinent to this policy as and when they arise to ensure that learning opportunities are not missed.

- OUR MISSION
- *To ensure the Learning Journey is an Adventure.*

- OUR VALUES
- We have five main values which underpin our vision for the children at West Town Lane.
- Respect – We respect each other's rights. We treat others as we like to be treated.
- Adventure – Our learning journey will be engaging and motivating; it will develop curiosity about the world around us.
- Determination – We will try our best at everything we do.
- Achievement – We will strive to meet our full potential, both in our learning and our personal lives.
- Resilience – We demonstrate Growth Mindsets; we never give up!

- OUR VISION
- Develop learners who:
- Achieve their full potential in everything they do, whatever their starting point;
- Are determined to succeed, who persevere and never give up;
- Are curious, enthusiastic and reflective;
- Can work collaboratively and independently and are excellent communicators.
- Develop 21st century citizens who:
- Respect each other's rights and our British Values;
- Are open minded, tolerant and empathetic;
- Celebrate and embrace diversity and change;
- Are global citizens.
- As a school we will:
- Ensure the learning journey is an adventure, by motivating and enthusing our children;
- Ensure children reach their full potential, both academically and socially;

- Provide a stimulating and vibrant environment with a focus on high academic standards and personal growth;
- Build resilience in pupils;
- Develop independent lifelong learners, who are rights respecting global citizens;
- Offer an inclusive, creative, challenging, broad & balanced curriculum.
- Ensure teaching is of the highest quality and is enquiry-led;
- Implement a wide range of trips, visits and extra-curricular activities, to enable pupils to discover hidden talents;
- Allow children to explore the community and the wider world;
- Create a community where everyone is equal and differences are celebrated and respected;
- Keep each other safe and care for one another.
- Celebrate success.

Promoting inclusion

We will promote inclusion and equality at our school through:

- Ensuring that pupils (in agreement with parents/carers) and staff are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation
- Ensuring that pupils (in agreement with parents/carers) and staff are called by their preferred pronouns.
- 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 pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils 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 pupils and staff, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for our Rights Action Group (RAG)
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

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. The policy can be found here: [Anti-bullying Policy](#)

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.

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

Staff Training

Where we identify areas for development relating to equality, equity, diversity and inclusion, staff training will be provided.

We will participate in relevant awareness days such as Black History Month, World Disability Day, Pride, and International Women's Day; subject leaders will provide relevant support to teaching staff where lessons are linked to these days.

Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidents of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The Public Sector Equality Duty

Where applicable we will meet our 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 pupils who have any of the protected characteristics.
- Equality objectives (at least every four years) outlining how we may further equality in our school.