Equality and Inclusion Policy

Signed:	Signed: *P. E Lucarz (Mrs)* On behalf of the Governing Body
Headteacher's name: Jane Thistlethwaite	Chair of Governors name: Pauline Lucarz
Date: 10 December 2025	Proposed Review date: December 2026

This Equality policy outlines the commitment of the staff, pupils, and governors of Whittlefield Primary School to ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of the school community should feel safe, secure, valued, and of equal worth.

At Whittlefield Primary School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Statutory requirements

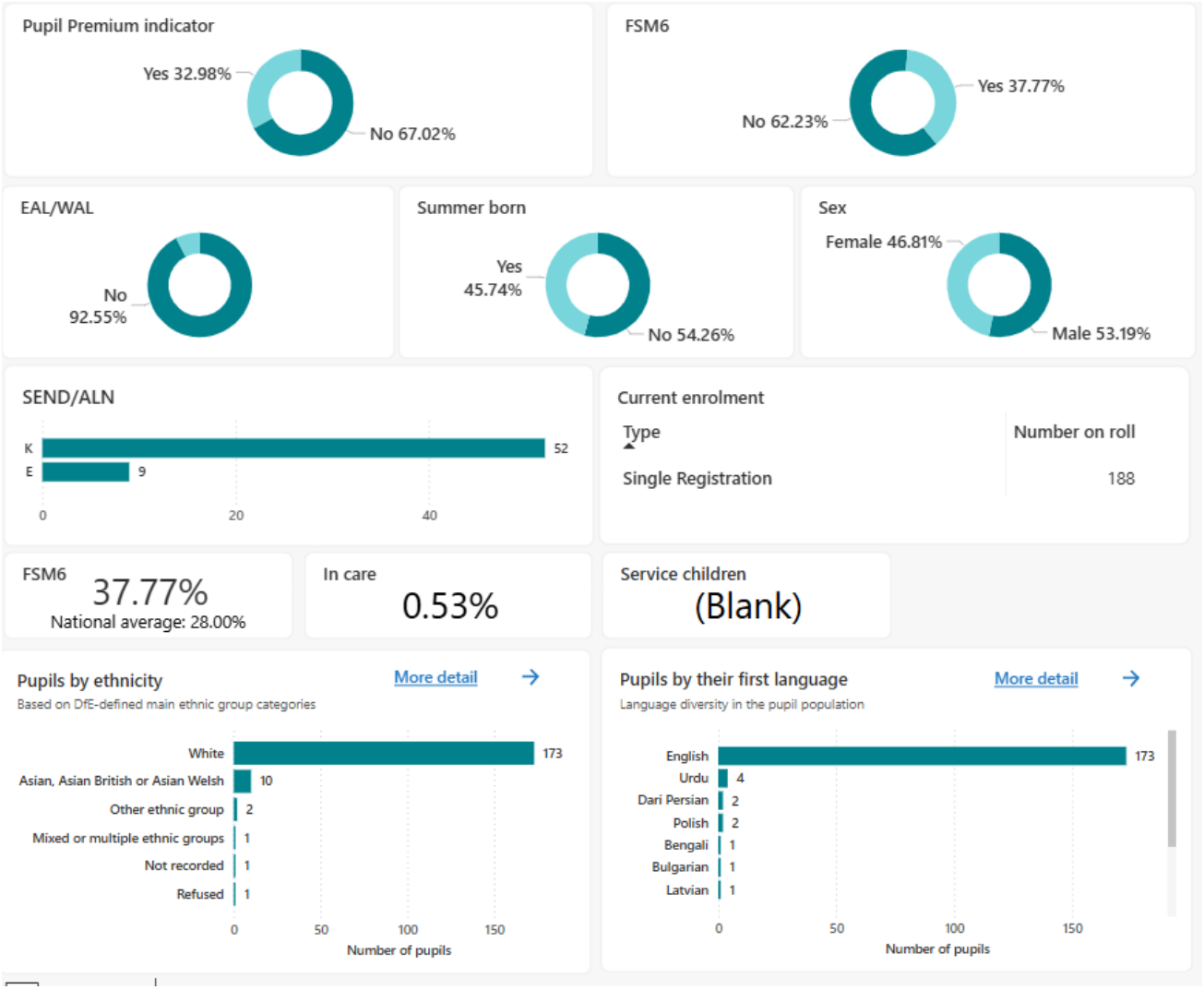
The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

The School in Context

Key features of the school:



- There are currently 188 pupils on roll, which comprises 100 boys and 88 girls.
- We are a 1-form entry school with 7 classes
- The Lancashire School Information Profile (LSIP) indicates that the deprivation index for the school is high.
- The percentage of pupils eligible for free school meals (FSM) is 38%, which is above the county average; 33 % of pupils are eligible for the Pupil Premium Grant
- The majority of pupils, staff, and governors are from a white British background, and English is their spoken language.
- The percentage of EAL pupils is 7.45%
- The percentage of pupils with special educational needs or disabilities (SEND) is 32.4%
- The school has an accessibility plan, and the school is fully accessible for wheelchairs.
- The school currently has 1 ‘Looked after Child’.

Ethos and Atmosphere

- At Whittlefield Primary School, the senior leadership team promotes mutual respect between all members of the school community and leads by example.
- The school has a welcoming atmosphere
- All within our school community will challenge any type of discriminatory and/or bullying behaviour, e.g., through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to our school with friendliness and respect
- The displays around the school are of a high quality, reflect diversity across all aspects of equality of opportunity, and are frequently monitored
- Provision is made to cater for the spiritual needs of all children through the planning of assemblies, classrooms, and other externally based activities.
- The school implements British Values through its PHSE / RE curriculum: The school invites those from different faiths/cultures to speak with our children and celebrates a wide array of festivals and celebrations from diverse backgrounds. The school also operates its own Pupil Parliament, which holds elections and nominates representatives. The British Values are:
    - Democracy
    - The rule of law
    - Individual liberty
    - Mutual respect
    - Tolerance of those of different faiths and beliefs
- The school adheres to the 6 principles of nurture, which is embedded into the schools day to day practices. These practices ensure that the whole school community reflects a welcoming and understanding environment. The principles are :
    - Children's learning is understood developmentally.
    - The classroom offers a safe base.
    - Nurture is important for the development of self-esteem.
    - Language is understood as a vital means of communication.
    - All behaviour is communication.
    - Transitions are significant in the lives of children.

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with:

- Staff
- Pupils –PSHE lessons, School Council
- Governors
- Parents

Monitoring and Review

Whittlefield Primary School is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to reach their potential.

We collect and analyse a range of equality information for our pupils/students:

- Attainment data
- Pupil Progress meetings with staff
- Pupil Interviews
- Attendance Data
- Complaints of bullying or harassment
- Pupil Questionnaires
- Parental Questionnaires

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we regularly monitor the performance of different groups to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disablism, sexism, homophobia, and all forms of bullying
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Whittlefield Primary School is also committed to providing a working environment free from discrimination, bullying, harassment, and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We are aware of opportunities to collect and analyse a range of profile information for our staff and governors, e.g.:

- Applications for employment
- Appraisal meetings for teaching and non- teaching staff
- Attendance at training and INSET events
- Disciplinary and grievance cases
- Sickness Absence Management

All information is kept in a secure area and is confidential.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan at Whittlefield Primary School is the Headteacher.

Her role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Developing Best Practice

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;

- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will be good, positive role models in their approach to all issues relating to equality of opportunity
- Whittlefield places a very high priority on the provision for special educational needs and disability.
- We will meet all pupils' learning needs, including the more able, by carefully assessed and administered programmes of work
- The school provides an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration is given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Whittlefield Primary School, we aim to ensure that:

- planning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity
- pupils have opportunities to explore concepts and issues relating to identity and equality
- steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs, and learning styles.

Resources and Materials

The provision of good quality resources and materials within Whittlefield Primary School is a high priority.

These resources:

- Reflect the reality of an ethnically, culturally, and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

When ordering new resources and materials, we evaluate consider how they demonstrate and promote equality.

Language

We recognise that it is important at Whittlefield Primary School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self-esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of our school to provide equal access to all activities from an early age.

Our Extended Learning Opportunities include inclusive sports and competitions; non-gender-specific activities, and a range of activities covering different interests.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity by providing them with guidelines drawn from this policy.

We ensure that all such non-staff members who have contact with children adhere to these guidelines.

Provision for Bilingual Pupils

We undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bilingual learners

- Use first language effectively for learning
- The school's website has a language function to translate into many languages

Personal Development and Pastoral Guidance:

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils

- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)

- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination

- We recognise that perpetrators may also be victims and require support.

- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community

- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This includes pupils' access to a balance of male and female staff where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- It is our policy to provide staff with training and development, which enables them to confidently carry out their roles and responsibilities in relation to equality
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, or where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school
- Parents are consulted as part of the school's commitment to equality and diversity. This is in order to support the school with matters related to its equality duties
- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a greater role to play in the relevant communities

Roles and Responsibilities

- The Governing Body will ensure that the school complies with statutory requirements in respect of this policy and action plan

- The Headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body

- The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy

- Staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, and maintain a good level of awareness of equality issues

- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

- We take steps to ensure all visitors to the school adhere to our commitment to equality

Commissioning and Procurement

Whittlefield Primary School will ensure that we buy services from organisations that comply with equality legislation. This will be a factor in any tendering process.

The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents, and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publicising the Policy and Plan

This policy and plan will be made available in the following areas:

- School Website
- During staff meetings for both teaching and non-teaching staff

Annual Review of Progress

The Headteacher will report to the Governing Body in the Headteacher's report on any aspects of ethnicity, disability, and gender where appropriate. This will include, where relevant, progress to improve access for disabled pupils, which incorporates access to the curriculum, physical access, and access to information.

This policy has a life span of three years, and therefore, we will review and revise this scheme as part of a three-year cycle.

How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

i. From the monitoring and analysis of pupil progress, including the monitoring of all identified groups.
ii. From the following data- IDSR, Lancashire School Information Profile, schools' own tracking system, pupil progress and teacher assessment records, and pupil files. SEN and behaviour files
iii. And from involving relevant people (including disabled people) from the start in consultation and discussion

The evidence was then analysed in order to choose objectives that will:

i. Promote equality of opportunity for members of identified groups

ii. Eliminate unlawful discrimination, harassment, and victimisation, and

iii. Foster good relations between different groups in terms of

- Ethnicity,
- Religion or belief,
- Socio-economic background,
- Gender and gender identity,
- Disability,
- Sexual orientation, and
- Age

Equality objectives
To ensure that identified vulnerable groups of children achieve challenging targets and that the gaps in attainment for these children are reduced. Children are expected to make at least good progress.
To improve the outcomes for children with special educational needs.
To improve the outcomes for those children identified as disadvantaged.
To increase the understanding and respect for different cultures and religions from their own.
To improve access and make positive, reasonable adjustments for disabled children and disabled parents of the school.

Equality Impact Assessments

Undertaking equality impact assessments (EIAs) is similar to undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy, function or strategy will be on a wide range of people.

EIAs were introduced with the Race Equality Duty and are now also required for both disability and gender. It is also best practice to consider age, religion and belief, and sexual orientation as part of this process.

EIAs are a way in which we can analyse all of our work (this could be a policy, procedure, project, strategy or service) to ensure it meets the needs of all our service users and that no group (in relation to ethnicity, disability, gender, age, religion and belief, and sexual orientation) is disadvantaged or cannot access our services.