



WOODTHORPE INFANT SCHOOL
Equality Policy and Statement

September 2025

Signed: E Bowler (Head Teacher)

Signed: C Shepherd (Chair of Governors)

Equality Statement

We welcome our duties under the Equality Act 2010. The school's general duties with are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnerships (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any

particular group we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We recognise 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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Aims to Eradicate Discrimination

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination but also increasing understanding and appreciation for diversity.

At Woodthorpe Infant School, we have created our Respect curriculum, which encompasses all statutory aspects of the Relationships and Health Education and Personal, Social, Health and Economic curricula, as well as including explicit teaching of the protected characteristics and school-specific content that will be best support our pupils and their context. The Respect curriculum supports our school community to respect, value and celebrate difference through the promotion, teaching and exposure of respect – the essence of equality, diversity and inclusion.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.

- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered through our Respect lessons and assemblies in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with Prejudice and Celebrating Diversity

We do not tolerate any form of prejudice-related incidents. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive through their interactions and behaviour to others.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities/assemblies for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.

- Incorporating lessons about diversity into our Respect curriculum.

Equality and Dignity in the Workplace

We do not discriminate against staff with regard to their:

- sex
- age
- race
- disability
- religion or belief
- sexual orientation
- gender identity
- pregnancy or maternity
- marriage or civil partnership

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and Representation

We want to develop a school community that not only respects but also values and celebrates difference. We can achieve this through the promotion, teaching and exposure of respect – the essence of equality and inclusion.

Through our Respect curriculum, we will explicitly teach children about diversity, representation and the protected characteristics, whilst challenging stereotypes and teaching children how to be upstanders.

Our Respect curriculum not only encompasses weekly Respect lessons, but takes account of our assembly content, the language we use and model, displays around school, books available and resources used.

This combination of explicit teaching and implicit exposure will be evident in our ethos, curriculum, policies, practices, behaviour and language.

Inclusion

Our entire curriculum has been designed to be inclusive of all children, irrespective of their current level of attainment, background, ethnicity, gender or whether they have a special educational need or disability.

Our Accessibility Plan outlines how to intend to improve accessibility in relation to the curriculum, physical environment and availability of accessible information.

Throughout the year, monitoring takes place and pupil voice is sought to ensure our school community is as inclusive as it can be.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.
Head Teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report and respond appropriately to prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.

School Community	Responsibility
Parents/Carers	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Closing statement

Prejudice is not tolerated, and we are continuously working towards a more accepting and respectful environment for our school community.