Equality
Westlea Primary School Policy Statement

Introductory notes

Westlea Primary school is committed to equality and is an inclusive school. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school will comply with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.
This policy applies to all pupils, staff, governors, parents/carers and others associated with the school. It should be read in conjunction with the school's **Equalities Information and Objectives** document which can be found on the school website.

Legal framework

We welcome our duties under the Equality Act 2010 and recognise these duties are essential to 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 and the Public Sector Equality Duties 2010.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics for the schools provisions are:

- Disability
- Gender Reassignment (Gender Identity)
- Pregnancy and Maternity
- Race (Ethnicity)
- Religion or Belief

- Sex (Gender)
- Sexual Orientation
- Age
- Marriage and Civil Partnerships

Age and Marriage & Civil Partnership are NOT protected characteristics for the schools provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness –** all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour –** open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation –** the PSED cannot be delegated
- **continuous –** ongoing all academic year
- **record-keeping –** keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing and updating our Equality Information at least annually
- ✓ publishing and updating our Equality Objectives at least every 4 years (reviewing progress annually)

We aim to make the information accessible, easy to read and easy to find on our school website.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating everyone the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards people with disabilities, good relations between those with disabilities and those without, and an absence of harassment towards people with disabilities
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect between genders, and an absence of sexual, homophobic and transphobic harassment
- positive attitudes and understanding of those who are pregnant or during maternity.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.
Principle 8: Objectives Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

The contents of the school curriculum are exempt under the Equality Act 2010 to allow schools to explore a full range of issues, ideas and materials. However, the way in which we deliver the curriculum to our pupils remains subject to the Equality Act 2010.

We keep each curriculum area under review in order to ensure that teaching and learning reflect the guiding principles.

We aim to promote equality and provide opportunities to learn about equality issues across the school curriculum and all age groups. We will ensure all pupils develop an understanding of each of the protected characteristics at an age-appropriate level.

Ethos and organisation

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance *
- staff recruitment, retention and professional development *
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

**There are exceptions for schools with a religious character.*

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

Addressing alleged prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice. There is guidance in the staff handbook and behaviour policy on how alleged prejudice-related incidents should be identified, assessed, recorded and dealt with. Staff will receive training on how procedures should be implemented.

We take seriously the importance of recording the numbers, types and seriousness of alleged prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents. Our incident figures are reported to the school governing body termly.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the governing body has a supporting role regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- respond to alleged prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

All pupils are expected to:

- respect others in both their language and actions;
- follow all of the relevant school policies and codes of conduct in line with the principles of equality and inclusion.

Communication

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. Any new staff are made familiar with the policy and Equality Objectives for the school.

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development around equalities and also dealing with alleged prejudice-related incidents.

Breaches of the policy

Breaches of this policy will be dealt with in line with the schools disciplinary policy.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We collect, analyse and use data in relation to equality relevant and appropriate to the profile of the school.

Headteacher: **D. Scothern**

Chair of Governors: **S Morrison**

Date: **November2026**