



Alwoodley Primary School

Equality Policy

Reviewed date: May 2025

Next review date: Summer 2026

(objectives reviewed annually – last changed May 2025)

Definition

Alwoodley Primary School has adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. The definition is:

'An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people's different needs, situations and goals and removes the barriers that limit what people can do and can be'

This policy covers the provisions of the Equality Act which became law in October 2010 and refers to all of the protected characteristics.

As an employer, our obligations remain largely the same. The Act harmonises and replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency to make the workplace a fair environment and to comply with the law.

Mission Statement

We value every child for what they are and prepare them for everything they could be.

Equal Opportunities

At Alwoodley Primary School we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

The school is committed to providing equality of opportunity for all irrespective of:

- Age
- Disability
- Gender (Sex)
- Gender reassignment
- Pregnancy and maternity
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sexual orientation
- Marriage and Civil Partnership

Disability Statement

Alwoodley Primary School is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of the building and have disabled toilet facilities within the school. As with any additional needs the schools work closely with parents and appropriate outside agencies.

Overall aims of our Equality Policy

The school is committed to providing an environment free from discrimination, bullying, harassment and victimisation where all members of its community are treated with respect and dignity. The school aims to create a culture of diversity within its community, providing a dynamic working and learning environment, where all members are valued for their contribution.

Our aim is to ensure that these commitments, reinforced by our values, are embedded in our day to day working practices with the school community.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. An applicant complete a generic 'all encompassing' health questionnaire as part of the application procedure. We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties and/or the differing needs of protected groups within our school community.

Consultation

To inform our policy and objectives we have involved and listened to what our community have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010. This included: speaking to parents and carers, speaking to pupils, and speaking to staff and governors.

Equality Objectives

Analysis of the information as outlined above means that we have set ourselves specific and measurable objectives that will help us achieve the aims of the public sector equality duty.

Public Sector Equality Duty statements –

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not.

Removing or minimising disadvantages suffered by people due to their protected characteristics.

Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Target 1	
Aim / Objective	By July 2026, provision will be adapted to meet the needs of pupils who are new to the country.
Desired Outcomes	<ul style="list-style-type: none"> • A robust welcome pack, in different languages, will be produced. • A detailed induction checklist will be created to ensure a smooth transition. • Staff will be trained in the potential barriers and / or traumas children may have experienced. • The protected characteristics of the Equality Act 2010 have been embedded and children are able to refer to them (belief, race).

Target 2	
Aim / Objective	By July 26, 80% of targeted SEN pupils will achieve accelerated progress and all other pupils meet their personalised targets.
Desired Outcomes	<ul style="list-style-type: none"> • A dedicated speech and language assistant who works with and creates bespoke programmes of support for pupils. • Progress and attainment for pupils with SEND is shared in pupil progress meetings. • Bespoke or prescribed wave 2 or 3 interventions are in place for individuals or groups of pupils. • A robust cycle of whole school monitoring of SEND and the provision in place. • Have Pupil Passports for all pupils with SEND which include details of different types of provision in class. • Data shows pupils have made accelerated progress. • To have an Inclusion Framework that details the school's wave 1, 2 & 3 offers in teaching & learning, safeguarding and SEMH

Target 3

Aim / Objective	By July 2026 staff will have an increased knowledge of veganism as a belief and opportunities to discuss this belief will be woven in the assembly rota and curriculum including PSHE.
Desired Outcomes	<ul style="list-style-type: none"> • Children to talk confidently about this belief. • Staff to understand how to support learners with a vegan belief. • For the curriculum to be audited and opportunities to discuss veganism are included. • For the assembly rota to include links to veganism and belief.

Target 4	
Aim / Objective	By July 2026 to develop and implement a whole-school cultural calendar that reflects the diverse beliefs, values, and traditions of our pupils and their families, operating on a two-year cycle to ensure broad and inclusive representation over time.
Desired Outcomes	<ul style="list-style-type: none"> • All stakeholders contribute to the calendar through pupil voice and family engagement. • A wide range of cultural, religious, and non-religious worldviews are represented across the two-year cycle. • Events and celebrations on the calendar are used to enhance learning and foster mutual respect and understanding. • The calendar is reviewed annually with input from staff, pupils, and the wider school community.