

Sandy Lane Primary School

Equality, Diversity and Inclusion Policy

Statement

At Sandy Lane Primary School, we believe that diversity is a strength to be respected and celebrated. We are committed to ensuring equality of education and opportunity for all pupils, staff, governors, parents, and community members.

Inclusion at our school means providing equality and excellence for all. We recognise and celebrate differences, treat everyone fairly, and actively work to eliminate discrimination. This is a whole-school responsibility.

Our Principles

We aim to prepare pupils for life in a diverse society by:

1. Rejecting discrimination based on colour, culture, origin, sex, ability, religion, or belief.
 2. Encouraging all members of our school community to contribute to a happy, respectful, and caring environment.
 3. Ensuring every pupil is educated, supported, and prepared for life, regardless of background or ability.
 4. Practising equal opportunities in every aspect of school life.
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Legal Framework

Equality Act 2010

The Equality Act 2010 protects individuals from discrimination based on **protected characteristics**, including:

- Age (staff only)
- Disability
- Gender reassignment
- Marriage and civil partnership (staff only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Governing Body ensures that Sandy Lane Primary School meets the requirements of the Equality Act by:

- Ensuring fair and non-discriminatory treatment for all.
- Preventing unlawful discriminatory actions by staff.
- Promoting equality in all school functions.
- Publishing equality information and objectives.
- Keeping equal opportunities at the heart of all decisions.

The Headteacher is responsible for implementing this policy, providing staff training, and taking action in cases of unlawful discrimination.

How We Promote Equality

Admissions: We follow the Local Authority Admissions Policy. Admission decisions are based on fairness, not sex, race, colour, disability, creed, or ability.

Registration: Pupils' names are recorded accurately and correctly pronounced. All names and cultures are respected.

Discrimination: All forms of discrimination are treated seriously. Incidents are recorded, addressed, and parents may be involved if necessary. Racist or political symbols, badges, and graffiti are not tolerated.

Staff: Recruitment is based on merit and professional criteria. Staff are encouraged to reflect on their own biases and work closely with families to support all pupils.

Curriculum: All pupils have equal access to the curriculum. Teaching is sensitive, balanced, and inclusive. Staff expectations must not limit pupils' achievement.

Language: Linguistic diversity is valued. Staff and pupils must use language respectfully.

Resources: Materials are multicultural, non-sexist, and reflect diversity. Pupils have access to accurate information about similarities and differences.

Public Sector Equality Duty (PSED)

Since 2011, schools must comply with the PSED, which includes:

General Duty: Schools must have 'due regard' to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.

- Foster good relations.

Specific Duties: Schools must:

- Publish information showing how the school complies with the equality duty (updated annually).
 - Publish specific, measurable equality objectives at least every four years.
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Achieving Equality

We make **reasonable adjustments** to ensure no pupil is disadvantaged by:

- Planning ahead to identify barriers.
 - Working collaboratively with staff and families.
 - Finding practical solutions to problems.
 - Ensuring staff have the necessary skills.
 - Monitoring outcomes and adjusting strategies as needed.
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Equality Objectives

The Governing Body has set the following objectives (updated for 2025–2029):

1. Narrow gaps in progress between girls and boys, particularly in reading and writing.
 2. Ensure effective use of Pupil Premium to improve progress for disadvantaged pupils, especially in Reading and Mathematics.
 3. Improve provision for least able pupils to help them make good or better progress.
 4. Deepen teachers' subject knowledge and feedback to pupils to improve outcomes and equality of opportunity for all learners.
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Review: This policy is reviewed annually.

Date last reviewed: December 2025

Next review: Summer 2026

Signed: