

Whitegate End Primary School and Nursery



Equality Policy

Responsible Committee	LGC
Date ratified	20 May 2026
Next review	May 2030
Signed on behalf of the governing body	<i>Kim Painter</i>
Print name	Kim Painter

WHITEGATE END PRIMARY SCHOOL

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010

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

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

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

Our school aims to promote respect for difference and diversity in accordance with our values of nurturing, acting with determination and showing determination.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We will make sure that with any data we publish to show how we meet our equality duties, individuals will not be identifiable. This means we may not publish some data if it relates to a very small number of individuals to preserve their confidentiality.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

In line with our duties, we set and review equality objectives every four years, publishing progress annually. Our current objectives are:

1. **Curriculum and Culture** – Ensure our curriculum reflects and celebrates diversity, and promotes respect and inclusion across all protected characteristics.
2. **Pupil Outcomes** – Monitor and analyse pupil progress and attainment by key groups to identify and address any emerging gaps.
3. **Accessibility and Inclusion** – Continue to improve physical and digital accessibility so that all pupils and families can fully engage with school life.
4. **Staff Development** – Provide training and guidance for staff on equality, diversity and inclusion so that all adults are confident in modelling and promoting good practice.
5. **Community Engagement** – Strengthen links with families and the wider community to foster good relations, build understanding, and celebrate our diversity.

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years.

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the governing body at least every 4 years.

This document will be reviewed by the headteacher annually, to ensure continued compliance with the PSED.

This document will be approved by the governing body when changes arise as identified by the headteacher or at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Behaviour
- Risk assessment
- SEN information report
- SEND policy