

North Newton Community

Primary School



Equality, Inclusion and Diversity Policy

July 2026 - 2028

Policy review cycle

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
2 year cycle	July 26	D L Leach	July 28

Policy ratification

Role	Name	Signature	Date
Chair of Governors	Kate Bown	<i>Kathryn A Bown</i>	Sept 2028
Head Teacher	Deborah Leach	<i>D L Leach</i>	Sept 2028

Introduction

North Newton Community Primary School

Equality, Inclusion and Diversity Policy

This policy outlines the school's approach to equality, inclusion and diversity. It describes how the school is meeting its statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Background

The Equality Act 2010 [Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/guidance/equality-act-2010-guidance) was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. [Equality and diversity - Department for Education - GOV.UK](https://www.gov.uk/guidance/equality-and-diversity)

Definitions:

Equality

Equality means making sure that everyone is treated fairly and with dignity and respect. It means challenging discrimination and removing barriers, so that everyone has opportunities to achieve their desired outcomes.

Diversity

Diversity is about recognising the benefits of different values, abilities, and perspectives, and celebrating people's differences. This means promoting an environment that welcomes and values diverse backgrounds, thinking, skills and experience.

Inclusion

Inclusion is providing a space where everyone has equal access to opportunities and resources, and where everyone feels valued and accepted. Everyone should be able to contribute and have a voice. This may mean making reasonable adjustments/learning adaptations to facilitate participation.

Legislation

This policy has been developed in accordance with the principles established by government publications and other external guidance, including:

- Keeping Children Safe in Education (KCSIE) <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children [Working together to safeguard children 2026](https://www.gov.uk/government/publications/working-together-to-safeguard-children-2026)

- Early Years Foundation Stage Statutory Framework [EYFS statutory framework for group and school-based providers](#)
- Teacher Standards [Teachers' Standards guidance](#)
- Equality Act 2010 [Equality Act 2010: guidance - GOV.UK](#)

Schools must 'promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation'.

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The Equality Act - Protection from discrimination

The Act protects people in various settings, including the workplace and educational establishment. People are specifically protected from:

- Direct discrimination. This means treating one person worse than another person because of a protected characteristic
- Indirect discrimination. This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one
- Harassment. This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment
- Victimisation. This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so

Approach

Our approach to equality, inclusion and diversity is based on 7 key principles:

All learners are of equal value, whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity,

whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

We observe good equality practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.

We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Promoting equality of opportunity between different groups

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings into EYFS.

- We collect, analyse and use data in relation to attendance and exclusions of different groups
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary. (See whole school 'Provision map')
- Our school has accessibility plans that are renewed every 3 years when a significant change has taken place
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives

Eliminating discrimination, harassment and victimisation

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.

We are aware of the reasonable adjustment duty for disabled pupils - designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher/interview panel ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion, or training opportunities.

We actively promote equality, inclusion and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Addressing prejudice

The school challenges all form of prejudice, which stand in the way of fulfilling our commitment to inclusion and equality; prejudices around disability and special educational needs; prejudices around race, religion, or beliefs; prejudices around gender and sexual orientation

Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with.

Behaviour, Exclusions and Attendance

The school's policies on pupil discipline, anti-bullying and attendance take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over- representation of different groups and act promptly to address concerns.

Roles and Responsibilities

The school's governing body ensures that this policy and its related procedures and action plans are implemented. The governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

One or more equalities objectives are set every four years by the school.

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 in any cases of unlawful discrimination and reporting these as appropriate.

All teaching and support staff will

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability

- maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

Links to other documents

Please also see our other policies:

- Behaviour Management policy
- SEND policy
- Admissions policy
- British Values policy
- Inclusion Strategy (for December 2026) [Developing an inclusion strategy using the inclusive mainstream fund - GOV.UK](#)
[North Newton Primary School - Policies](#)

Complaints

Complaints arising from the operation of this policy will be dealt with in line with our Complaints Procedure.

Dissemination

The Policy is available on the school web site and a paper copy can be obtained from the main school admin office on request.

Reviewing the policy

This policy will be reviewed on a 2 year cycle by the Head teacher and monitored by the Chair of Governors with changes made to ensure that the Policy is relevant and up to date .

Appendix 1 Equality Objectives 2026 - 2028

Our two main objectives are to ensure that all pupils reach their potential, and that our curriculum reflects modern, diverse Britain.

Intent	Implementation	Timescale	Impact
To ensure that all pupils reach their potential in all possible areas whilst at North Newton Community Primary School	To regularly monitor and analyse pupil achievement and progress by gender, economic background (PPG), ethnicity and disability, and act on patterns in the data that require additional support for pupils. Ongoing data analysis.	Review data If there are any variances between groups, put interventions into place to secure 'good' outcomes for all pupils.	All pupils within all groups of pupils, regardless of gender, economic background (PPG) ethnicity and disability will achieve their potential academically through careful monitoring of academic performance.
	To regularly monitor and analyse the participation rates in clubs within school by gender, economic background (PPG), ethnicity and disability and act on patterns in the data Ongoing data analysis.	If there are any variances in the characteristics of pupils attending between different groups, put interventions into place to secure equality of opportunity for all pupils.	All pupils regardless of their gender, economic background (PPG) ethnicity and disability will have equality of opportunity to attend clubs.
To ensure that we build a curriculum which reflects modern Britain and its diversity.	Subject Leaders to audit current Long Term and Medium Term schemes of learning to ensure that they reflect modern Britain and its diversity.	Review	Our whole school curriculum will meet the needs of its pupils in educating them to be citizens fit for modern life in Britain's diverse society.