

PERTON FIRST SCHOOL



Equality, Equity, Diversity and Inclusion Policy and Equality Objectives

Reviewed: 06/01/2026

Next Review: 06/01/2027

Statement of Intent

Perton First School understands that, under the Equality Act 2010, all schools have a duty to:

- ✓ Eliminate unlawful discrimination, harassment and victimisation.
- ✓ Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic.
- ✓ Foster good relations between different groups.
- ✓ Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every child receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our children. We are committed to supporting and celebrating all children's individual identities. We have zero tolerance for any type of discrimination. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to:

- ✓ Tackle discrimination and educate our children about their diverse world

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of children with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

Perton First School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We are committed to supporting our staff and applicants to be their authentic selves in the workplace without judgement and ensuring that diverse communities are celebrated. We are creating a workplace culture in which diversity and inclusion is valued, and everyone is treated with dignity and respect.

As part of our zero-tolerance approach to discrimination, all staff and any job applicants will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (the protected characteristics), as identified in the Equality Act 2010.

We are also mindful of intersecting identities within our school environment and will work with our communities to better understand the experience of multiple minority identities for individuals.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat children, parents, governors, third party organisations and former staff members.

This policy does not form part of any employee's contract of employment and may be amended at any time.

This policy covers all individuals working at all levels and grades.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Protection from Harassment Act 1997
- The Worker Protection (Amendment of Equality Act 2010) Act 2023
- The Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE 'The Equality Act and schools'
- DfE 'Promoting the education of looked after children and previously looked after children'
- DfE 'Gender separation in mixed schools'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School admissions code'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Children with Medical Conditions Policy
- Attendance and Absence Policy
- School Uniform Policy
- Admissions Policy
- LAC and PLAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

Forms of Discrimination

Discrimination is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics outlined in Appendix A. For example, refusing to admit a child because of their race.

Indirect discrimination occurs where a school has a policy or practice in place that applies to all children but puts people with the same protected characteristic at a particular disadvantage. For example, a school rule that bans certain hairstyles, that would disproportionately affect children from a particular ethnic origin. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating a child's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of a child who has complained or given information about discrimination or harassment, or supported someone else's complaint.

Protected Characteristics

Staff will not discriminate against, harass or victimise a child, or prospective child, because of their:

- Sex
- Race
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Staff will not discriminate against a child, or prospective child, because of a characteristic related to a person, such as a parent, with whom the child or prospective child is associated.

Staff will not discriminate against a child, or prospective child, because of a characteristic which they are believed to have, even if the belief is mistaken.

Recruitment and Selection of Staff

Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. When recruiting or promoting, we will aim to take steps to improve the diversity of our workforce and provide equality of opportunity.

The school will aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics. The school's recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria will be regularly reviewed to ensure that it is relevant to the job and not disproportionate. The shortlisting of applicants will be done by more than one person wherever possible.

Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. The school will take steps to ensure that vacancies are advertised to a diverse labour market.

Job applicants will not be asked questions which might suggest an intention to discriminate on grounds of a Protected Characteristic. For example, applicants will not be asked whether they are pregnant or planning to have children.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used with the head of HR's approval, such as:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

The school is required by law to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents, e.g. a passport, before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Visas and Immigration.

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, the school will monitor applicants' ethnicity, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information will be voluntary and will not adversely affect an applicant's chances of recruitment, or any other decision related to their employment. The information will be removed from applications before the shortlisting process and will be kept in an anonymised format solely for the purposes stated in this policy and in accordance with data protection legislation. Analysing this data helps the school take appropriate steps to avoid discrimination and improve equality and diversity.

Sex

For the purpose of this policy, sex refers a child's biological assignment at birth depending on their reproductive organs. The school understands that some children

identify as a gender different to the sex they were assigned at birth, and we will support children through their transitioning phases.

Staff will ensure that children of one sex are not singled out for different or less favourable treatment from that given to other children.

The school will only separate children by sex where there is reasonable justification for doing so, or if one of the following applies:

- Children will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by children of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Children will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all children will be allowed to choose which skills they learn.

Children's age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Race and Ethnicity

Staff will ensure that children of all races and ethnicities are not singled out for different and less favourable treatment from that given to other children and the school will regularly review its practices to ensure that they are fair.

Staff will ensure children with English as an Additional Language (EAL) are treated equally and fairly, while ensuring they are supported at all times. The school will not separate children on the basis of their race or ethnicity.

The school may, however, take positive action to alleviate any disadvantage experienced by those with protected characteristics, and to address the particular challenges affecting children of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

Disability

Staff will ensure that children with disabilities are not singled out or treated less favourably than other children simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on children with disabilities (e.g. by making physical fitness a basis for admission,), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against children with disabilities because of something arising in consequence of their disability (for example, by not allowing a child on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will endeavour to make reasonable adjustments for children who are disadvantaged due to their disability. The school will provide auxiliary aids where necessary, to ensure the full inclusion of children with disabilities, especially where the child also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for children with disabilities and ensure that an Accessibility Plan is implemented - in accordance with the LA accessibility strategy - and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for children with SEND.

Religion and Belief

Staff will ensure that children are not singled out or treated less favourably because of their actual or perceived religion or belief, their lack of religion or belief, or their association with someone who holds a particular religion or belief. The school will ensure that children are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave children will be granted in relation to religious observance.

Sexual Orientation

Staff will ensure that all gay, lesbian and bi-sexual children, or the children of gay, lesbian or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other children.

The school will ensure that children are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law. Marriage will be taught in a way that is appropriate to the age and level of understanding and awareness of the children - teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate children on positive relationships, families and gender identities within the LGBTQ+ community where the school considers this to be appropriate. RSHE lessons will be taught in accordance with the school's policy, school curriculum, and anti-discrimination duties towards staff and children.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to children in an educational context, in a manner that is not prejudicial or discriminatory.

Staff will support LGBTQ+ children to feel comfortable and ensure they can celebrate their identity.

The school will ensure that there is a designated safe space where children can discuss issues of sexual orientation without fear of discrimination.

Gender Reassignment

The Equality Act 2010 defines gender reassignment as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes.

Staff will ensure that children are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Children will be supported to dress in a way that reflects their gender identity, in line with the requirements of the School Uniform Policy and in accordance with current equality legislation.

The school will ensure that there are suitable toilet and changing facilities for children to use.

The school will support trans children to feel comfortable and ensure they can celebrate their identity.

The school will ensure that there is a designated safe space within the school where trans children can discuss issues of gender without fear of discrimination.

Looked After Children and Previously Looked After Children

Admission of LAC and previously LAC (PLAC) will be undertaken in accordance with the requirements of our Admissions Policy.

Staff will ensure that children are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

The school will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

The Curriculum

Children will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a child may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, the school will:

- Ensure that all children are represented in a range of ways, ensure that stereotypes are discussed and explained, have regular SMSC assemblies to discuss diversity and inclusion, use the curriculum to highlight cultures and differences in lessons.

Inclusive teaching strategies will be monitored by SLT.

The school will respect the right of parents to withdraw their child from sex education.

Promoting Inclusion

The school will promote inclusion and equality at our school through:

- Ensuring that children are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in children an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose children to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all children, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a child from a particular social or racial group, or with SEND.

Bullying and Discrimination

Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

Staff Training

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training for will be delivered in-house on a termly basis.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support children with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards children with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and children about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.

Staff: Recruitment, Promotion and Redundancy

Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. When recruiting or promoting, we will aim to take steps to improve the diversity of our workforce and provide equality of opportunity.

The school will aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics. The school's recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria will be regularly reviewed to ensure that it is relevant to the job and not disproportionate. The shortlisting of applicants will be done by more than one person wherever possible.

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Staff: Termination of Employment

The school will ensure that all decisions regarding the termination of employment are undertaken in a fair and objective way and are not directly or indirectly discriminatory. In all cases the school will act in accordance with this policy and all related policies,

examples being the school's Disciplinary Policy and Procedure and the school's specific Capability Policies.

Staff: Disability Discrimination

The school will encourage staff who are disabled or become disabled to inform the headteacher or their line manager about their condition so that the school can support them as appropriate.

Staff experiencing difficulties at work because of their disability (physical or otherwise) may wish to contact their line manager or the head of HR to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Their line manager or the head of HR may wish to consult with the staff member and a medical adviser about possible adjustments. We will consider the matter carefully and try to accommodate the staff members needs within reason. If the school consider a particular adjustment would not be reasonable, we will explain our reasons and try to find an alternative solution where possible.

The governors will monitor the physical environment of the school premises to consider whether certain features place physically disabled staff, job applicants, service users, or other stakeholders at a substantial disadvantage compared to others. Where reasonable, the school will take steps to improve access for disabled staff and service users.

Staff: Part-time, Zero Hours, Fixed Term Employees and Agency Workers

The school will monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. The school will ensure requests to alter working hours are dealt with appropriately under the Flexible Working Policy.

The school will monitor its use of zero hours and fixed-term employees and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities where appropriate. The school will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

Staff: Breaches of this Policy

The school takes a strict approach to breaches of this policy, which will be dealt with in accordance with our Disciplinary Policy and Procedure. Serious cases of deliberate discrimination and victimisation may amount to gross misconduct resulting in dismissal.

If a staff member believes they have suffered harassment, bullying or discrimination, or witnessed it happening to someone else in the workplace, please raise the matter with the appropriate senior employee or under the Grievance Procedure as appropriate.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. The school encourages the reporting of all types of potential discrimination, as this assists with ensuring that diversity, equity and inclusion principles are adhered to in the school. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Policy and Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment may be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The school takes a strict approach to serious breaches of this policy.

Appendix A: Protected Characteristics

The definitions used in this appendix are based on the Equality Act 2010, the full text of which is available online.

Age: The Act protects people of all ages; however, differential treatment because of age is not unlawful direct or indirect discrimination if it can be justified, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability: The Act protects people who are disabled; the Act defines this as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Gender identity and/or reassignment: The Act protects people who are proposing to undergo, undergoing or have undergone a process (or part of a process) for the purpose of reassigning the person's sex.

Marriage and civil partnership: The Act protects people who are married or in a civil partnership against discrimination. Marriage covers any formal union which is legally recognised in the UK as a marriage. Therefore, marriage between a man and a woman and between a same-sex couple are covered. A civil partnership can be between same sex partners, opposite-sex partners.

Pregnancy and maternity: The Act protects people against discrimination on the grounds of pregnancy and maternity during the period of their pregnancy and any maternity leave to which they are entitled either statutory or contractual.

Race: The Act protects people of all races; the Act's definition of race includes colour, nationality, and ethnic or national origins.

Religion or belief: The Act protects people of any religion, including specific denominations or sects, as well as a lack of religion, i.e. employees or jobseekers who do not follow a certain religion or do not follow any religion are protected. The Act protects people of any belief; this is defined as any religious or philosophical belief, or a lack of such belief.

Sex: There is no definition of "sex" in the Equality Act; however, a reference to a person who has a protected characteristic is a reference to a man or to a woman.

Sexual orientation: The Act protects people's sexual orientation towards persons of the same sex; persons of the opposite sex or persons of either sex.

Appendix B: Equality Objectives

Equality Objectives Statement Action Plan

Dealing with Prejudice					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
A small number of prejudice-related reports, mainly in KS2. A small number of prejudice-related incidents amongst staff	To ensure that children understand that prejudice-related incidents are wrong. Perpetrators are taught and victims are supported. To ensure that staff have high quality training about prejudice and the negative effects it can have.	To improve teaching around prejudice-related incidents through PSHE and SMSC assemblies. To ensure that all children are represented through the curriculum, through resources, through councils and after school activities.	The Headteachers The Assistant Heads All teachers teaching PSHE All staff dealing with prejudice-related incidents All staff	The number of prejudice-related incidents will decrease significantly To record all prejudice-related incidents on My Concern (staff and children) so that we can monitor a decrease/increase	To be reviewed annually
Celebrating Diversity					

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The school's curriculum has too many white, cisgender males as protagonists in stories which form the basis of the curriculum. Y4 - 5/6 main texts + The Boy at the Back of the Class + Wind in the Willows Y3 - 5/6 + The Lorax Y2 - 5/6 + Stickman Y1 - Animals or white people Rec - Rama & Sita, animals + white people Even the history curriculum is mainly white relying on assemblies, RE and PSHE to teach about diversity and to recognise differences	To ensure that the school celebrates diversity through the curriculum, celebrating intersections and inclusion	To diversify teaching across the curriculum ensuring that it is evident on the long-term plans Ensure that protected characteristics are represented fairly	The Headteachers The Assistant Heads responsible for curriculum All teachers planning curriculum English Lead History Lead R.E. Lead	The school's curriculum will diversify to include texts in English which represent: Black, Asian and Minority Ethnic people, including those of mixed race LGBTQ+ people Disabled people Women A range of religions	Annually
Facilitating Equality in the Workplace					

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
We have a good mix of male and female staff in SLT and as teachers. We don't have any male TAs. We have a small number of BAME TAs and Play Team members and no BAME teachers. We don't have any openly LGBTQ+ staff members.	To ensure that we reach a wide range of potential applicants when we advertise jobs and be explicit in the adverts about inclusion and diversity	Review of job adverts for any future	The Headteachers The Assistant Heads	A higher diversity amongst staff We have a lot of BAME students who work with us	Annually

Enabling Representation

Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The local area has a some BAME and LGBTQ+ members but this isn't reflected in the composition of the current governing board	To ensure that the school's governing board is representative of the school's local community	To consider whether the current governing board is able to sufficiently represent the potential needs of BAME, Sikh, Hindu, Muslim and LGBTQ+ children and their families in relation to prejudice, religious observance, dietary	The chair of governors and the full governing board	The school's governing board will be able to account for the potential needs of these families when making important decisions	In full governors meetings

		needs, uniforms			
<u>Supporting Inclusion</u>					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review
The mobile classrooms are not wheelchair accessible which could prevent access for some children, staff and visitors	To ensure that all areas of the school are as accessible as possible	To ascertain a quote from the local authority and if possible, do the work	Anne Bennett Debbie Robbins	The mobile classrooms will be wheelchair accessible	To be reviewed : January 2027
<u>Additional Equality Objectives</u>					
Identified concern, with evidence	Equality objective	Actions for improvement, with timescales	Staff responsible	Success criteria	Review

This policy will be reviewed on a biennial basis by SLT:

Emily Harris

Written: 06/01/2026

