



# Woodloes Primary School

## Equality, Diversity and Inclusion Policy

Document Reference Number (if already used)			
Title	Equality, Diversity and Inclusion		
Policy Owner	Sharon Byrne		
Version	1.0		
Approved Date	Spring 2026		
Approving Body	SSC		
Next Review Date	Spring 2027		
<b>Version Control</b>			
1.0			New policy

## 1. Vision and Commitment

Woodloes Primary School is a nurturing, ambitious and inclusive school where every child is valued as an individual and is supported to achieve their best. We recognise the diverse strengths, experiences and identities of children and families in Warwick and the surrounding area, and we believe that embracing diversity enriches our school community.

We commit to:

- Creating a learning environment where **every child feels safe, respected and able to succeed**
- Challenging any form of discrimination, stereotyping or prejudice
- Ensuring that equality, diversity and inclusion are embedded across our **curriculum, culture, systems and leadership**
- Demonstrating full compliance with the **Equality Act 2010**, including the Public Sector Equality Duty (PSED)
- Ensuring that our practice meets the expectations of the **Ofsted Education Inspection Framework (2025)**, particularly:
  - Inclusion
  - Curriculum & teaching
  - Personal development & well-being
  - Attendance, behaviour & attitudes
  - Safeguarding
  - Leadership and governance

## 2. Aims

Our aims are to:

### 2.1 Eliminate discrimination

- Ensure no pupil or adult experiences less favourable treatment based on protected characteristics
- Use our behaviour and safeguarding systems to address discriminatory behaviours or language
- Apply policies, including uniform, behaviour and admissions, in ways that do not disadvantage any group

### 2.2 Advance equality of opportunity

- Identify gaps in attainment, progress, attendance, participation and well-being and act to reduce them
- Ensure that SEND, disadvantaged and EAL pupils have equitable access to support, challenge and enrichment
- Remove barriers to learning through adaptive teaching and reasonable adjustments

### **2.3 Foster good relations**

- Promote positive attitudes to diversity across the curriculum
- Build strong relationships with families from all backgrounds
- Develop children's understanding of equality, rights, empathy and respect

## **3. Legal Framework**

Woodloes Primary School operates within the requirements of:

- **Equality Act 2010**
- **Public Sector Equality Duty (PSED)**
- **Human Rights Act 1998**
- **SEND Code of Practice (0–25 years)**
- **Children and Families Act 2014**
- **KCSIE 2025**
- **School Admissions Code**
- **RSE and Health Education statutory guidance**
- **Ofsted EIF 2025**
- Warwickshire County Council policies and local safeguarding partnership arrangements

## **4. Protected Characteristics**

The school recognises the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

The school also recognises that some pupils may experience **multiple or intersectional disadvantage**, and that additional groups (e.g., young carers, EAL learners, service pupils, looked-after children, socio-economically disadvantaged pupils) may require monitoring.

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## 5. School Context (Woodloes-Specific)

Woodloes Primary School serves a diverse community within Warwick. We recognise the need to:

- Ensure our curriculum reflects the diversity of the local area and beyond
- Support families who may face socio-economic disadvantage
- Provide inclusive support for children with SEND, including those with complex profiles
- Work closely with Warwickshire agencies and community partners
- Maintain strong transition arrangements with local nurseries and secondary schools

## 6. Roles and Responsibilities

### 6.1 Governing Body

The Governing Body will:

- Ensure the school complies with equality legislation
- Review and approve this policy annually
- Monitor data on:
  - Attainment and progress
  - Attendance and persistent absence
  - Suspensions and behaviour
  - Bullying and prejudice-related incidents
  - Participation in clubs and extra-curricular activities
- Monitor the school's Equality Objectives and review progress termly

## 6.2 Headteacher

The Headteacher will:

- Ensure this policy is understood and followed
- Allocate responsibilities for equality leadership
- Ensure staff receive relevant training
- Oversees the **Equality Action Plan**
- Ensure that equality principles shape:
  - Curriculum design
  - Behaviour and safeguarding systems
  - SEND provision
  - Staff recruitment and induction
  - School improvement planning

## 6.3 Inclusion Lead / SENCO

The Inclusion Lead will:

- Lead and monitor the school's equality-related data
- Ensure the graduated approach (Assess–Plan–Do–Review) is followed
- Secure reasonable adjustments for pupils with SEND
- Oversee early intervention systems and outside agency referrals
- Support staff with differentiation, adaptation and inclusive strategies

## 6.4 Staff

All staff must:

- Promote equality through curriculum, language, behaviour and high expectations
- Challenge prejudicial or discriminatory behaviour instantly
- Record and report incidents following school procedures
- Deliver adaptive teaching to meet diverse needs
- Ensure resources reflect a diverse society

## 6.5 Pupils

Pupils are encouraged to:

- Treat others with kindness and respect
- Participate in pupil leadership and voice

- Report concerns about discrimination or bullying
- Engage in learning about diversity and equality

## **7. Public Sector Equality Duty in Practice**

### **7.1 Eliminating discrimination**

Woodloes will:

- Keep detailed logs of prejudice-related incidents (race, disability, faith, gender, LGBTQ+, appearance, socio-economic)
- Analyse trends termly and report to governors
- Ensure safeguarding systems recognise discriminatory forms of harm:
  - Racist or faith-based bullying
  - Homophobic, biphobic or transphobic bullying
  - Sexual harassment or sexist language
  - Ableist language or behaviour
- Ensure *reasonable adjustments* are made for disabled pupils, staff and visitors
- Audit policies annually to ensure they do not create disadvantage

### **7.2 Advancing equality of opportunity**

Woodloes will:

- Monitor attainment, progress, attendance, behaviour and participation for:
  - SEND pupils
  - Pupil Premium / disadvantaged pupils
  - EAL learners
  - Vulnerable groups
- Identify patterns and use targeted interventions
- Ensure early identification of SEND and additional needs
- Provide accessible communication to parents (translations, simplified versions, meetings)
- Provide financial support for families if needed for trips, uniform or clubs

### **7.3 Fostering good relations**

Woodloes will:

- Provide an inclusive and representative curriculum
- Teach RSHE that promotes respect for all families
- Use assemblies to celebrate cultural and community diversity
- Host events such as:
  - Black History Month
  - SEND awareness events
  - Anti-Bullying Week
  - Faith celebrations
- Develop partnerships with local organisations and Warwickshire services

## 8. Curriculum, Teaching & Assessment

Woodloes ensures that:

- The curriculum is **ambitious and accessible for all**
- Children see themselves represented in:
  - Books
  - Displays
  - Curriculum examples
  - Role models
- Curriculum planning includes an **Equality Impact Checklist**
- Adaptive teaching strategies include:
  - Pre-teaching
  - Scaffolding
  - Chunked tasks
  - Visual support
  - Adjusted language levels
  - Assistive technology where appropriate
- Assessments are fair and free from bias
- Staff differentiate *outcomes*, not expectations



## **9. Behaviour, Bullying, Attendance and Exclusions**

### **Behaviour**

- Behaviour policy includes explicit reference to prejudicial language
- Staff intervene consistently and restore relationships through restorative conversations

### **Bullying**

- Anti-Bullying Policy includes:
  - Racist bullying
  - Faith-based bullying
  - Disability-related bullying
  - Homophobic, biphobic or transphobic bullying
  - Sexist and sexualised bullying
- All incidents recorded, categorised and analysed

### **Attendance**

- Attendance is monitored weekly for patterns linked to:
  - SEND
  - Disadvantage
  - Ethnicity
  - Vulnerable groups
- Early help and family support used proactively

### **Exclusions**

- Exclusions are used only as a last resort
- Leaders must consider:
  - Individual needs
  - Reasonable adjustments
  - Support received prior to exclusion
- Governors monitor disproportionality

## **10. SEND and Inclusion Detail**

Woodloes follows the SEND Code of Practice, including:

### **10.1 Identification**

- Use high-quality teaching as first step
- Use screening tools, teacher observation and parent voice
- Use external agencies when needed

## **10.2 Graduated Approach**

**Assess → Plan → Do → Review** cycles are documented and shared with parents.

## **10.3 Reasonable Adjustments**

Examples include:

- Flexible seating
- Visual timetables
- Enlarged print
- Modified homework
- Quiet spaces
- Exit cards
- Additional processing time

## **10.4 EHCP Process**

- SENCO coordinates evidence
- Regular review meetings
- Annual Reviews held within deadlines

# **11. Staff Recruitment, Training and Conduct**

## **Recruitment**

- Shortlisting uses objective criteria
- Adjustments offered at interview
- No discriminatory requirements (e.g. unnecessary qualifications, physical demands)

## **Training**

All staff receive training on:

- Equality and the Equality Act
- Unconscious bias
- Cultural competence
- SEND and adaptive teaching

- Safeguarding and PSED-related risk
- Behaviour and restorative practice

### **Conduct**

- Staff Code of Conduct includes zero-tolerance for discriminatory behaviour
- Breaches are dealt with under disciplinary procedures

## **12. Community Engagement**

Woodloes Primary School will:

- Communicate in ways accessible to all parents
- Engage with local faith groups, community centres and health providers
- Work with Warwickshire SEND, Early Help and Inclusion teams
- Use pupil voice surveys and family questionnaires to inform policy

## **13. Publishing Equality Information and Objectives**

**Annual publication includes:**

- Analysis of pupil outcomes
- Attendance by pupil group
- Behaviour and exclusion data
- Participation in clubs and representation in leadership roles
- Actions taken and impact

**Equality Objectives (renewed every four years):**

These are measurable, specific and linked to school improvement.  
*(If you'd like, I can create fully bespoke objectives for Woodloes.)*

## **14. Monitoring and Review**

- Reviewed annually by the Headteacher and Governing Body
- Evaluated through:
  - Pupil voice
  - Staff surveys
  - Parent feedback
  - Safeguarding records

- Equality monitoring data
- Informs School Improvement Plan and governor reports

## **15. Associated Policies**

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- SEND Information Report
- Accessibility Plan
- Attendance Policy
- Admissions Policy
- RSE Policy
- Complaints Policy
- Staff Code of Conduct