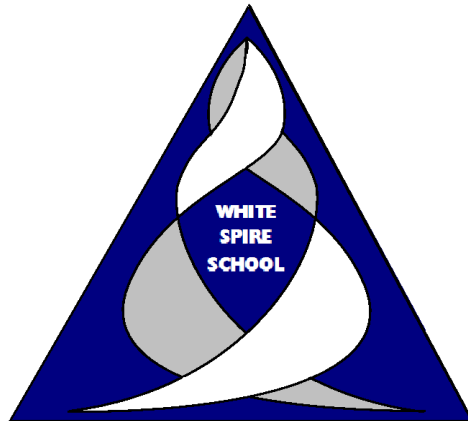


Equality & Diversity

White Spire School



Date: September 2026

Review Date: September 2027

Equality & Diversity Policy

Statement/Principles

This policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At White Spire School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Discrimination Under the Equality Act 2010

Disability: A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means 'more than minor or trivial' and 'long-term' means 'a year or more'.

Direct Discrimination: Intentionally treating someone less favourably due to a protected characteristic.

Indirect Discrimination: Where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic.

Harassment: Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. Equality Act 2010

Victimisation: It's unlawful to retaliate against someone for taking action under the Act. Equality Act 2010.

Discrimination arising from disability: You can not discriminate against someone because of something that arises from their disability.

Definition: Sexual harassment is unwanted conduct of a sexual nature, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. This includes verbal, written, and physical harassment.

For the purpose of this policy, age and marriage/civil partnership protections apply to staff only.

Legal Update (April 2025)-On 24 April 2025, the UK Supreme Court ruled that the legal definition of a woman is based on biological sex. This ruling means that any person with the protected characteristic of gender reassignment to female (i.e. a transgender woman) is not considered 'a woman' under equality legislation. The Equality Act 2010 itself has not changed, and we still will eliminate discrimination, harassment and victimisation of transgender (trans) people; advance equality of opportunity; and foster good relations between trans people and those who aren't trans. We will update this policy as further guidance becomes available from the Equality and Human Rights Commission (EHRC).

Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is Michelle Bartle, and will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor responsible for this area
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment
 - Learning and teaching and curriculum
 - Behaviour discipline and suspensions/exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular and extended school activities
 - Staff recruitment and retention
 - Visits and visitors
 - Staff CPD

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully pupils in their own learning
- Pupils highlighted as EAL to have strategies put in place to allow them to access the national curriculum and achieve.

Promoting Equality: The ethos and culture of the school

- At White Spire School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect; Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities). We have a duty to make 'reasonable adjustments' to minimise disadvantages for pupils, staff and parents/carers with disabilities.
 - *For pupils:* Where something a school does places a pupil with disabilities at a disadvantage compared to other pupils, the school must take reasonable steps to try to avoid that disadvantage.
 - *For staff:* As an employer, we will make reasonable adjustments for members of staff with a health condition or disability that puts them at a disadvantage in the workplace. This may include adjustments such as providing special equipment.
 - *For parents/carers:* At public events such as parents' evenings, school play, we will consider making adjustments to remove barriers for people with disabilities. For example, we might provide further support to support parents needs within a meeting.
- *Deciding what's reasonable:* When deciding what adjustments are reasonable, we will consider the following:
 - our resources and the availability
 - the extent to which taking any particular step would be effective in overcoming the substantial disadvantage;

- the effect of the disability on the individual;
- health and safety requirements;
- and (where relevant) the interests of other pupils.

We will not charge pupils for reasonable adjustments.

- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities
 - All pupils should be able to attend trips linked to the school curriculum and not be disadvantaged because of their disability. We will look at our offer of school trips to make sure all pupils are able to attend, and make reasonable adjustments where necessary. For example, if not all pupils are able to access a school trip to the theatre, we will look at inviting a theatre company to perform in the school hall. Cost will not be used as an excuse for not making a school trip accessible to all pupils. If reasonable adjustments for a school trip would cost too much, we will look at alternative trips where it would be practical to make reasonable adjustments. Further to this, pupils' should be able to attend afterschool clubs ran by the school and we look to make reasonable adjustments where possible.
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to all who apply.
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors in a number of policies, including our code of conduct, behaviour ,visitors policy, staff induction and anti bullying policy.

- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and all staff are responsible for recording and monitoring incidents in an anti bullying data base.
- The school reports to Governors and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Preventing Sexual Harassment of Staff (The Employment Rights Act 2025)

We are committed to protecting all staff from sexual harassment, whether from colleagues, pupils, parents/carers, visitors, contractors, governors, or any other third party.

We will take all reasonable steps to prevent sexual harassment, including:

- Providing comprehensive training to all staff on recognising, preventing, and responding to sexual harassment
- SLT awareness on how to handle reports sensitively and effectively
- Maintaining clear policies that set out our zero-tolerance approach and reporting procedures
- Ensuring clear reporting routes are available to staff
- Protecting whistle-blowers from detriment when they report concerns
- Taking swift and appropriate action when incidents are reported
- Create risk assessments where needed
- Supporting victims throughout any investigation process
- Reviewing our policies and procedures annually

Reporting: Staff who experience or witness sexual harassment should report it immediately to the Headteacher (if about the Headteacher to the Chair of Governors). The Headteacher will follow the schools complaint procedures. All reports will be taken seriously, investigated promptly, and handled confidentially.

Accountability: Senior leaders have a specific responsibility to promote a safe working environment. The governing body will receive an annual report on any any incidents that have occurred.

Further updates are expected by October 2026.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

White Spire School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;

- Maintain good channels of communication, e.g. through parent school diary, annual reviews, parents evenings and ad hoc communication to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

In our school, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable.
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Head teacher and Senior Leadership team has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff has responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

The Public Sector Equality Duty

Under the Equality Act 2010, we have a duty to 'have due regard to the need to':

- Eliminate discrimination 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 it

- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it Equality Act 2010

At White Spire School, whenever we are making a significant decision, or developing a policy, we will give thought to the implications it will have on equality.

Measuring the Impact of this Policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community. This policy should be read alongside the schools accessibility plan which is updated annually.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	When will the action take place	Who is responsible for implementing the action?	Date
Take active steps to promote equality of opportunity regarding gender and race	Does White Spire as a school promote Gender and Racial equality within our curriculum	Staff show evidence that they have actively promoted Racial and Gender equality within their lessons	Audit of curriculum looking specifically at lessons and resources, Highlight areas where we can improve practice to ensure gender and racial equality	Audit will be done on an annual basis in the summer term of each academic year	Headteacher and all staff.	Summer Term-ongoing
Take active steps to promote equality for those who have English as an additional language	To highlight the EAL students and develop good practice for helping these students achieve their academic and emotional potential	Staff audit of methods they use to help EAL students achieve in their subject areas (including pastoral areas)	Highlight areas of development, training needs and good practice to allow staff to support pupils with EAL	Audit to be done on an annual basis- Winter term	Headteacher SMT HOD's	Winter term - ongoing
To take active steps to promote equality for those with a disability	To highlight ways in which we promote disability equality. To highlight areas of improvement	Staff to show evidence of how they actively promote disability equality in their teaching, and other activities. To be able to show adequate access arrangements for those with a physical disability	Audit of Staff focusing on the curriculum and pastoral activities. Inspection of premises for access arrangements for those with a physical disability	Audit to be done on an annual basis- Spring Term	Headteacher All Staff	Annual - each Spring Term