Woodhouse Primary School

Equality Scheme 2025 - 2028

Introduction

Woodhouse Primary School is committed to challenging discrimination and promoting equality at all levels and in all aspects.

On **1st October 2010, the Equality Act 2010** replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Key Points

- The Equality Act 2010 provides a single, consolidated source of discrimination law.
- Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.
- There are some exceptions replicated in the act – e.g. content of curriculum, collective worship, admissions to single sex schools and schools of a religious character

The Equality Act 2010 introduces a **single equality duty** on public bodies which will be extended to include all of the following protected characteristics:

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

This combined equality duty came into effect in April 2011 and has three main elements. In carrying out our function, Woodhouse Primary School is required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act
- 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

Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

The Act introduces **specific duties** which are designed to help public authorities to meet their combined duty obligations.

- Collect analyse and publish information about their progress in achieving the 3 aims of the legislation.
- Decide on certain specific and measurable objectives that they will pursue over the coming years to achieve these aims and publish these objectives (outcome focused objectives) then at yearly intervals

- Engage with people who have a legitimate interest including all staff, all parents and pupils, local groups, organisations and individuals as appropriate

The **Governing Body** has responsibility for making sure that the school complies with the Single Equality duties.

This Equality Scheme will help us to achieve our aims and give us a framework for action.

Vision and Values: Woodhouse Primary School's Equality Scheme

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are equally ambitious for all pupils and staff irrespective of disability, race, colour, religion, gender, background. Inclusion is central to our ethos and practices.

We are proud of the diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the needs of our pupils is a vital part of personalising learning for all.

Leadership and commitment at all levels of the organisation are central to the success of the scheme. In everything we do, we will consider how we can ensure that we do not consciously or unconsciously discriminate against or disadvantage individuals or groups, and we will seek opportunities to promote equality and diversity wherever we can. Equality must be modelled in everything we are doing as a funding council, policy maker and employer.

We want to develop a more demonstrably fair and supportive environment for our staff. We promote diversity and equality in employment at Woodhouse Primary School. We aim to have a well-motivated workforce where all colleagues are treated fairly and with respect.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Responsibility for the Equality Scheme

This Equality Scheme is managed by our Governing Body and School Leadership Team, with input from across the school community.

The Governing Body are responsible for:

- ensuring that the school publish data and information annually
- making sure the school complies with the relevant equality legislation ; and
- making sure the school Equality Scheme and its procedures are followed.

The Governing Body at Woodhouse Primary School have responsibility to monitor:

- the school's work in meeting the requirements of the Equality Act 2010
- pupil exclusions and expulsions and ensure that appropriate reporting is made to the LA
- To monitor racist incidents and ensure that appropriate reporting is made to the LA where requested
- To monitor bullying incidents and ensure that these issues are being addressed

The Headteacher is responsible for:

- publishing data and information annually
- making sure the school Equality Scheme and its procedures are followed;
- making sure Equality Scheme is accessible;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- promoting a culture of zero tolerance to harassment and discrimination
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.
- dealing with reports of hate-incidents

All staff are responsible for:

- dealing with discrimination;
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

Visitors and contractors are responsible for:

- knowing, and following, our Equality Scheme.

Reviewing and revising the scheme

Progress towards agreed objectives will be published annually. The scheme will be reviewed within 3 years, and by September 2028 at the latest. Any such review will be informed by the information gathered and the impact assessments. The widest possible level of consultation and involvement by disabled pupils, staff and parents will be sought.

Single Equality Action Plan 2025 - 2028

Action	Outcomes/ Success Criteria	Lead Person	Timescale	Resources/Cost Implications
1. To narrow any gaps in attainment and progress that arise between groups of pupils by ensuring that all groups and individuals have their needs fully met in order to achieve their full potential, and to make good progress or better.	Analysis of attainment and progress data identifies any gaps between groups and action taken swiftly closes gaps.	J O'Connor R Mellor L Howarth	Termly	2 days per term for data analysis/pupil progress meetings
2. To make "Reasonable Adjustments" (as and where appropriate) in order to ensure that a disabled pupil or adult is not disadvantaged compared to another pupil or adult	See separate Accessibility Plan	J O'Connor Governing Body	On-going	School budget Capital Funds
3. Review implementation of the new PSHE scheme and make provision for changes to the RSE guidance	PSHE scheme meets needs of children New guidance implemented	J O'Connor R Mellor L Howarth	By September 2026	Staff Training Kapow Scheme
4. Build on CPD to review curriculum planning and ensure a DEI thread builds over time in all subjects and is evident in the school environment.	DEI is clearly seen in subject plans, book looks and school environment	J O'Connor Subject Leaders	2025-2027	Directed time INSET
5. Review the staff code of conduct ensuring that it meets statutory requirements and includes staff voice	All staff clear about agreed behaviours and routes to report concerns	J O'Connor All stakeholders	Each Year	Time
6. Ensure all staff understand the nature of children's disabilities, both seen and unseen and know how to make appropriate adaptations to ensure access to school and learning	All children with disabilities thrive in school and make good progress	All staff	2025 – 2028	Staff Training