



# EQUALITY AND DIVERSITY STATEMENT AND POLICY

## Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
December 2024	Lyndsey Shepherd	Updated figures on protected characteristics Added sections on employer duties/community cohesion/discriminatory incidents Equality objectives updated for 2024-2027	10.12.2024	
December 2025	Lyndsey Shepherd	Updated figures on protected characteristics	01.12.25	

## **Redwood Primary School**

### **Policy Statement on Equality – 2024-2027**

Redwood Primary School is committed to the promotion of equality and diversity and this policy and statement has been developed in accordance with the Equality Act 2010. It represents a commitment to a common set of values and objectives and to a consistent approach to communicating, implementing and monitoring the policy.

All our policies follow the principles outlined in this document.

#### **Aims**

The aim of the Equality Act 2010 is 'to support good decision-making by ensuring that public authorities understand how different people will be affected by their activities, so that services are appropriate and accessible to all, and meet the needs of different people'.

Redwood Primary School is committed to promoting and achieving equality of opportunity for all pupils, parents, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity irrespective of:

- Age
- Disability
- Sex
- Gender Reassignment
- Race
- Religion or Belief
- Sexual Orientation
- Marriage and Civil Partnership
- Pregnancy and Maternity

The Act covers all aspects of school life for our pupils, their parents and carers, our employees and our community.

#### **Values, principles and standards**

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

- equality and social justice
- acknowledging and valuing diversity
- respect for others
- compliance with equal opportunities legislation
- elimination of all forms of prejudice and unfair discrimination
- active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour
- commitment to inclusive education which enables and supports all pupils to develop their full potential
- accountability for compliance with this policy by all members of the School communities and others engaged in School business or activities.

We welcome our duty under the Education and Inspections Act to promote community cohesion. We also welcome the emphasis in the Ofsted Inspection Framework on the importance of narrowing the gap in achievement which affect, amongst others:

1. pupils from certain cultural and ethnic backgrounds
2. pupils who belong to low-income households and pupils known to be eligible for free school meals
3. pupils who are disabled, or who are in the process of being diagnosed as disabled
4. pupils who have special educational needs
5. boys in certain subjects, and girls in certain other subjects
6. vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

## **The Equality Act**

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

(a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

© Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

At Redwood Primary School, we have rigorous systems for monitoring the above.

## **Responsibilities and accountabilities**

The Governors are responsible for:

- making sure the School follows all of its equality and diversity policies and codes, and meets its legal responsibilities with respect to equality

The Headteacher is responsible for:

- ensuring policies and procedures are in place to comply with all equality legislation
- ensuring that the School implements its equality and diversity policies and codes of practice
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying
- ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying

School senior leaders are responsible for:

- putting the School's equality and diversity policies and codes into practice
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying

All staff are responsible for:

- promoting equality and diversity, and avoiding unfair discrimination
- challenging any incidents of unfair discrimination, or racial, sexual or other stereotyping, perpetrated by pupils or other staff
- keeping up-to-date with equality law and participating in equal opportunities and diversity training
- reporting any incidents of unfair discrimination, harassment or bullying to senior managers

Pupils are responsible for:

- respecting others in their language and actions
- obeying all of the School's equality and diversity policies and codes

At Redwood Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Redwood Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

### **Equality in Teaching & Learning**

We provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population and local community and challenge stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

### **Equality in Admissions and Exclusions**

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background, or on the grounds of their parents or carers protected characteristics.

### **Equal Opportunities for Staff**

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community. Our recruitment processes promote fairness of opportunity.

#### Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- Monitoring, recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

## Community Cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### What is a Discriminatory Incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of Discriminatory Incident Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc; Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure for responding and reporting is outlined below:

- Incident
- Member of staff to investigate further (if incident reported) or challenge behaviour immediately
- Response to victim and family/Response to perpetrator and family
- Incident form to be completed and filed.
- Incidents to be reported to Governing body on a termly basis.
- Action taken to address issue with year group / school if necessary e.g. through circle time / assembly

## **How we have a due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything we do. Schools are required to have due regards to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

1. We understand the requirements of the Equality Act 2010
2. Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement
3. We keep an accurate record, when possible and appropriate, of the protected characteristics of our employees at whole school and year group levels
4. We analyse data to ensure we act upon any concerns in relation to the protected groups and this is reported where necessary to the Governing Body
5. We record any racist/homophobic events and act upon any concerns in this area
6. The whole school team are concerned with closing the attainment gap of various groups
7. We have a due regard for equality issues in decisions and changes we make
8. We promptly and effectively with all incidents of bullying and harassment – this may include cyber bullying and prejudice based bullying. We record all of these incidents and what action we have taken and monitor the impact of this
9. We provide training to all staff in relation to dealing with the above
10. We have a SEND policy which outlines our provision for this group of children

## **Monitoring and review**

This Equality and Diversity Policy has been approved and adopted by the governing body of the School and will be reviewed every three years to ensure it remains compliant with Equality and Diversity legislation.

The school will prepare and publish details of its equality objectives on an annual basis. This will be prepared in consultation with governors, staff, pupils and parents.

We take active steps to communicate this policy to all pupils, staff, parents and Governors of the school.

## Information about the school population (December 2025)

Number on roll : 624

### Information on pupils by protected characteristics

The Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of these, so the Act protects everyone against unfair treatment.

#### Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry our normal day to day activities’

There are pupils at our school with special educational needs and/or disabilities and these include:

Disability	
Asthma and Eczema	✓
Physical Disability	✓
Downs Syndrome	
Attention Deficit Disorder	✓
ADHD	✓
Autism	✓
Global Learning Delay	✓
Diabetes	✓
Hearing	✓
Visual	✓
Multi-sensory	✓
Speech and language	✓
Other	

December 2025	Number of pupils	% of school population
Female	307	49.2%
Male	317	50.8%

	Number of pupils	% of school population
No identified SEND	506	81%
SEN support	89	14%
EHCP	29	5%

Pupil Data: Ethnicity and Race							
	Female	Male	Total		Female	Male	Total
Afghan	0	2	2	Other Ethnic group	0	1	1
Albanian	0	1	1	Other mixed	11	10	21
Any other Asian	4	8	12	Pakistani	52	33	85
Any other Black	2	0	2	Sri Lankan Tamil	0	3	3

Any other Ethnic	1	0	1	White British	86	95	181
Any other Mixed	5	5	10	White English	1	1	2
Any other White	0	1	1	White Irish	1	0	1
Arab	2	0	2	White and Asian	8	2	10
Black African	5	12	17	White and Black African	6	10	16
Black British	0	1	1	White and Black Caribbean	14	19	33
Black Caribbean	1	1	2	White and Indian	6	1	7
Bosnia-Herzegovinan	0	1	1	White and Eastern European	13	10	23
Chinese	1	4	5	White European	4	3	7
Indian	71	74	145	White other	0	3	3
Information not obtained	2	5	7	White Western European	0	1	1
Iraqi	4	2	6				
Kurdish	7	8	15				

Pupil Data: Religion & Belief					
Christian	89	Jewish	0	Other	118
Roman Catholic	15	Muslim	128	No religion	115
Hindu	26	Sikh	131	Not specified	
Buddhist	1				

	% of school population
Number of pupils EAL	48.56%
Number of pupils FSM	45.19%
Pupils currently in care	3 pupils
Pupils current in post looked after arrangements	1 pupil

## Our Equality Objectives 2024-2027

The Equality Act 2010 requires us to publish specific and measurable equality objectives. These are based on our analysis of data and other information.

Equality Objectives				
Category of Objective	Objective	Action steps & measures	Lead	Achieved by
Gender	To raise the attainment of boys in the Early Years Foundation Stage and Y1 Phonics	<ul style="list-style-type: none"> <li>Audit 'boy-friendly' resources within EYFS and make any necessary purchases</li> <li>Increase parental engagement of boys within EYFS, especially with reading and writing</li> <li>Develop 'boy-friendly' reading areas in EYFS/Y1</li> <li>Review phonics/early reading provision for Y1 and ensure intervention specifically targets boys so they achieve in line with girls.</li> </ul>	EYFS lead HT	July 2027
Review	December 2025 <ul style="list-style-type: none"> <li>The audit of 'boy-friendly' resources within EYFS has been completed, and some new materials have been purchased to further reflect boys' interests. However, further investment is needed to broaden the range and ensure consistent availability across all areas of provision.</li> <li>Parental engagement continues to be a priority, particularly through workshops and stay-and-read sessions. Continued communication and varied engagement strategies are needed to build stronger home-school links.</li> <li>'Boy-friendly' reading areas have been developed in EYFS and Year 1, with positive feedback from staff and pupils. These spaces now better reflect children's interests and promote purposeful engagement.</li> <li>The review of phonics and early reading provision has highlighted areas where boys' progress is improving, but attainment remains below that of girls overall. Targeted interventions have been introduced.</li> </ul>			
Disability	To develop pupils' understanding of disability further by celebrating disabled role models.	<ul style="list-style-type: none"> <li>Whole school assembly program includes repeated opportunities to raise awareness of a range of disabilities.</li> <li>Whole school themed days e.g. World Autism Day to raise awareness of the variety of disabilities in society and educate all pupils around this in a positive manner.</li> <li>PSHE curriculum ensures disability is a key theme in all year groups.</li> </ul>	HT/ SENDCO	July 2025
Review	December 2025 <ul style="list-style-type: none"> <li>The whole-school assembly programme has included a number of sessions focused on disability awareness, helping pupils develop greater understanding and empathy.</li> <li>Whole-school themed days have been successfully implemented and well received by pupils. These events have positively promoted inclusion and understanding of different disabilities.</li> <li>Within the PSHE curriculum, disability is included as a key theme across several year groups. While progress has been made in embedding this content, further work is needed to ensure it is revisited regularly.</li> </ul>			

Ethnicity/Race	To ensure our curriculum and any associated resources reflects the diversity of our school community	<ul style="list-style-type: none"> <li>• Literacy lead to ensure Quality Texts are diverse and reflect our school community, including guided reading texts</li> <li>• Ensure the curriculum represents the diversity of our school community and challenges stereotypes</li> <li>• Monitor the teaching of the Jigsaw PSHE scheme as an effective tool in teaching young people about diversity, respect and challenging stereotype.</li> </ul>	Subject leads  PSHE lead	July 2025
Review	<p>December 2025</p> <ul style="list-style-type: none"> <li>• The Literacy Lead have reviewed and updated the range of Quality Texts used across the school. Some new texts now better reflect the diversity of our school community and include more inclusive reading materials.</li> <li>• Continual curriculum development work ensures representation and challenging of stereotypes, with some subjects making positive changes to reflect a broader range of cultures, experiences, and perspectives eg RE curriculum ensuring all major religions are covered sufficiently</li> <li>• Monitoring of the Jigsaw PSHE scheme has shown that it provides effective opportunities to explore themes of diversity, respect, and challenging stereotypes. While staff confidence in delivering these lessons is good, continued monitoring and sharing of best practice will help ensure these messages are reinforced across all aspects of school life.</li> </ul>			