WINSLOW CHURCH OF ENGLAND SCHOOL

Equality, Diversity and Inclusion Policy

At Winslow CE School, inclusion means every pupil belongs, participates, achieves and is enabled to flourish. We remove barriers to attendance, participation, learning and wider opportunities through high expectations, adaptive teaching, early identification of need and partnership with families.

We work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Winslow CE School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist. We have a strong commitment to inclusion as a whole-school responsibility.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

Our school ethos and values

At Winslow Church of England School, our vision is '**Let your light shine'**. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

In everything we do we are inspired by our Christian values of:

- Kindness
- Forgiveness

- Honesty
- Respect
- Love to learn

Our school profile

Winslow Church of England School is a larger than average-sized primary school with a mixed socio-economic intake. We are part of a small town community, but within easy reach of two much larger towns, which provide opportunities for the children to experience a wider and more diverse culture than is possible within their immediate surroundings. We ensure the curriculum is wide reaching and outward looking.

- Currently there is an even mix of boys and girls throughout the school and within each year group although some classes do not have an equal gender split.
- Approximately 27% of pupils qualify for FSM funding. Pupils with EHCPs and SEND Support is broadly in line with national.
- The ethnic make-up of the school is largely White British. Approximately 18% of the children are of other ethnic backgrounds.
- Currently 5% of pupils attending Winslow CE School are EAL.
- The staff are primarily represented by White British ethnic group. Approximately 18% of our staff do not identify as being White British. The governing body is also predominantly White British with approximately 22% not identifying as White British.
- There are no members of staff with a disability.
- The school is physically accessible. Ramps enable external wheelchair access into the school.
- The age profile of the staff is from 22 – 65 years.
- As a Church school we have a Christian ethos which we believe encompasses all religions. We celebrate the festivals of all religions reflected in our school
- We work closely with parents whose children are exploring their gender identity. Our uniform policy ensures that it does not make assumptions about who wears trousers or skirts whilst still providing clear and simple rules for clothing expectations at school.

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:
Winslow CE School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. **Further information on these procedures can be found on our school website and they are also referenced in the Staff Code of Conduct, Pupil Anti-bullying and Behaviour Policy.**
- The Staff Anti-bullying and Harassment at Work Policy outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:

  - Progress and attainment
  - Admissions
  - Attendance
  - Rewards, sanctions and exclusions

  and within our staff population in terms of:

  - Recruitment, retention, training and promotion
  - Capability, disciplinary and complaints

  We employ appropriate interventions where necessary in order to address disparities. **Please see our Equalities Objectives and Action Plan for further details.**

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. **Please see our Accessibility Plan for further information.**
- We ensure that pupils' work is differentiated appropriately, and that the curriculum is accessible to all pupils.
- We respect the religious beliefs and practice of staff and pupils and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and pupils, including those who transition during their time at the school.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our pupils to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.

- We take steps to ensure diversity in our student council, governing body and staff team.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented.
- A member of the governing body has a watching brief regarding the implementation of this policy and is named as our Equalities Governor.
- The school and governors carry out equalities impact assessments on all other policies.
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary.

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy.
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying.
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school.

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding and complying with the Equality, Diversity and Inclusion Policy.
- Contributing to the action plan attached to the policy.
- Making reasonable adjustments to ensure disabled pupils do not experience discrimination or exclusion.
- Dealing with prejudice-related incidents, following the specific procedure.
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation.
- Challenging bias and stereotyping.
- Promoting an inclusive and collaborative ethos.

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement.

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school.
- Complying with the school's Equality, Diversity and Inclusion Policy.

All pupils are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Reporting prejudice-related incidents.
- Understanding, valuing and celebrating diversity.
- Challenging stereotypes and prejudices.

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information on the school website.

The school identifies any equality training needs within our staff by carrying out annual staff surveys. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives and Action Plan are attached as Appendix 2

Equality Impact Assessments

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair

and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

A template for conducting equality impact assessments is attached as Appendix 3

Breaches of this policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Ratified by the governing on: *Due for review on:*

Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here.
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion. We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.

Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2: Equality Objectives and Action Plan (September 2026 – July 2028)

Objectives	**Actions**	**Staff member** ***Who will do this?***	**Date** ***to be achieved by***	**Success criteria** ***How will you know when it has been achieved – what will success look like?***
1. Ensure every pupil experiences an inclusive school culture where diversity is valued, protected and actively promoted, and where all pupils feel they belong regardless of protected characteristic or background.	• Audit the school environment annually to ensure displays, resources and books reflect diverse identities and experiences. • Embed age-appropriate anti-discrimination learning within PSHE, RE and Collective Worship. • Use restorative approaches and consistent procedures to respond to discriminatory language or behaviour. • Gather pupil voice each term to monitor pupils' sense of belonging, safety and inclusion. • Provide annual staff training on equality, unconscious bias and inclusive practice.	SD / KE / MH / MW	Ongoing July 2027	• Pupil voice shows pupils feel safe, represented and included. • Incidents of discriminatory language are addressed consistently and reduce over time. • Curriculum and environment reflect diverse identities throughout the year.
2. Embed an ambitious and representative curriculum that enables pupils to understand, respect and celebrate diversity, challenge stereotypes and prepare for life in modern Britain.	• Review curriculum maps to ensure diverse people, cultures, families and perspectives are represented across all subjects. • Include planned opportunities for pupils to discuss stereotypes, prejudice and protected characteristics. • Ensure texts studied across English reflect a broad range of authors and lived experiences. • Plan assemblies and themed learning around diversity, inclusion and protected characteristics. • Monitor curriculum implementation through subject leader reviews and pupil interviews.	SD / KE / MH / MW And all subject leaders	Ongoing July 2027	• Diversity is evident across subjects rather than isolated events. • Pupils can explain protected characteristics, challenge prejudice and demonstrate respectful attitudes. • Curriculum monitoring evidences meaningful representation across subjects.
3. Improve outcomes for disadvantaged and vulnerable pupils by identifying and removing barriers to learning, ensuring equitable access to high-quality teaching and the wider curriculum.	• Analyse attainment, attendance, behaviour and participation data termly for disadvantaged and vulnerable groups. • Identify barriers through pupil progress meetings and implement targeted interventions. • Review curriculum and classroom practice to ensure adaptive teaching meets individual needs. • Monitor participation in clubs, educational visits and leadership opportunities to ensure equitable access. • Work closely with families and external agencies to remove barriers to attendance and engagement.	SD / KE / DA / CM / KW / AM	Ongoing July 2028	• Gaps in attainment, attendance and participation narrow. • Pupils access enrichment, leadership and wider opportunities.

4. Promote positive representation by ensuring pupils encounter diverse role models, experiences and perspectives that broaden aspirations and challenge stereotypes.	• Develop an annual programme of visitors and speakers reflecting diversity in race, disability, gender, faith, careers and life experiences. • Incorporate diverse role models within curriculum planning across all subjects. • Celebrate national awareness events where they enhance curriculum learning. • Build partnerships with local organisations and the wider community to strengthen pupils' understanding of different experiences. • Review representation annually to ensure balance and relevance to the school community.	SD / KE / MW	Ongoing July 2027	• Diverse visitors and curriculum content are planned strategically. • Pupils can discuss a range of influential people from different backgrounds. • Pupil surveys show increased aspiration and understanding of diverse careers and communities.
5. Develop pupils' understanding of local, national and global communities so they value difference, show empathy and contribute positively to society.	• Plan opportunities for pupils to engage with local and global community projects. • Develop partnerships with schools and organisations representing different communities and cultures. • Embed charitable, environmental and social action projects within the curriculum. • Use pupil leadership groups to promote inclusion, respect and community responsibility. • Regularly evaluate pupils' understanding through discussion, pupil voice and curriculum assessment.	SD / KE / EP / MH / VK / SB	Ongoing July 2028	• Pupils confidently discuss different cultures, faiths, families and communities. • Opportunities for social action and community engagement are embedded. • Children demonstrate respectful behaviours and inclusive attitudes in school life.

Last updated (date): July 2026 By: Headteacher and FGB

Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	