The Societas Trust

Ellison Primary Academy

Pupil Equality, Equity, Diversity and Inclusion Policy

Reviewed & Agreed by the Directors' Board on 10 December 2025

Next Review – Autumn 2026

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Protected characteristics
4. Sex
5. Race and ethnicity
6. Disability
7. Religion and belief
8. Sexual orientation
9. Gender reassignment
10. Looked after children (LAC)
11. The curriculum
12. Promoting inclusion
13. Pupils that have left school
14. The Public Sector Equality Duty
15. Bullying and discrimination
16. Staff training
17. Monitoring and review

Statement of intent

Ellison Primary Academy understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our setting's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to:

- ***To have a balanced, diverse and fair curriculum that fosters good relationships, celebrates cultural heritage and promotes caring, collaborative, critical and creative thinking.***
- ***To create an inclusive environment where individuals feel confident and at ease.***
- ***To develop professional practice that is consistently good or better that promotes good progress and outcomes for ALL children.***

(See Appendix 1: Equality Information and Objectives Statement for further details)

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Medical Conditions Policy
- Pupil Attendance Policy
- Relationships and Sex Education and Health Education Policy
- Admissions Policy
- Uniform Policy
- Child Protection and Safeguarding Policy
- Complaints Policy

2. Roles and responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
    - Admissions.
    - The way the school provides and education for pupils.
    - How pupils are provided with access to benefits, facilities and services.
    - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

The headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

3. Protected characteristics

We will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

We will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

4. Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. We understand some pupils identify as a gender different to the one they were assigned at birth, and we will support pupils through their transitioning phases.

We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but we will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

5. Race and ethnicity

We will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

We may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

6. Disability

We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

We will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a

presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school adheres to our Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported in line with our Medical Conditions Policy.

7. Religion and belief

We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

8. Sexual orientation

We will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. We will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with our Relationships and Sex Education and Health Education Policy.

We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

We will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

We will ensure that there is a designated safe space within our school where pupils can discuss issues of sexual orientation without fear of discrimination.

9. Gender reassignment

We will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. We will regularly check our school practices to ensure that they are fair in this regard. We recognise that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

We will make reasonable adjustments to accommodate absence requests for treatment and support of trans pupils by external sources, e.g. charities such as Stonewall. Any such absences will be recorded accurately and sensitively by the SENCO to ensure the privacy of the pupil.

Pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code.

We will take all reasonable and lawful steps to ensure that trans pupils are able to access suitable toilets and changing facilities which maintain their privacy and dignity. Where reasonably possible, pupils who face discomfort or distress due to using communal toilets or changing spaces in line with their sex as registered at birth, will be enabled to use a separate facility or permitted to use facilities at a different time of day to other pupils.

We will support trans pupils to feel comfortable and ensure they can celebrate their identity.

We will ensure that there is a designated safe space within our school where trans pupils can discuss issues of gender without fear of discrimination.

10. Looked-after children (LAC)

LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

We will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

The school adheres to our LAC Policy containing further information addressing equal opportunities for LAC.

11. The curriculum

We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have. We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

To ensure equality, diversity and acceptance are taught and promoted throughout each subject area.

We will respect the right of parents to withdraw their child from sex education.

12. Promoting inclusion

We will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

13. Pupils that have left school

Our responsibility to not discriminate, harass or victimise does not end when a pupil has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

14. The Public Sector Equality Duty

We will meet our duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in section 3.
- Equality objectives (at least every four years) outlining how we may further equality in our school.

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

15. Bullying and discrimination

Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

It the responsibility of the headteacher to decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Procedures Policy.

16. Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training for will be delivered on an annual basis.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.

17. Monitoring and review

This policy will be reviewed by the headteacher and governing board annually and updated where appropriate – any amendments will be duly communicated to staff.

Reviewed & Agreed by the Directors' Board on 2 April 2025

Review Date– Spring 2026

Review Date-Autumn 2026

Appendix 1: Equality Information and Objectives Statement

Equality Information and Objectives Statement

Ellison Primary Academy

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Circumstances and Our School Community

School Characteristics

School number on roll: 325

%FSM: 19.7% (64/325)

%SEND: 16.3% (53/325)

%EAL: 9.2% (30/325)

Ethnic Categories

Ethnicity	Total	Ethnicity	Total	Ethnicity	Total
White British	243	White and Black African	3	Refugee/Asylum Seeker	
Irish		White and Black Caribbean	9	Any other ethnic group	7
Any other white background	9	Any other Mixed background	12	Information Refused	
White English	14	Chinese		Information not obtained	
White European	1	Indian	6		
White Eastern European	1	Pakistani	3		
White and any other group	1	Bangladeshi	3		
Black African	3	Any other Asian Background	2		
Black Caribbean	2	White and Asian	6		

Special Educational Needs

Year Group	SEN School Support	EHC Plan
N		
R	4	4
Y1	9	1
Y2	7	1
Y3	5	1
Y4	8	3
Y5	11	1
Y6	9	
Total	**53**	**11**

Gender

Total number of girls	155
Total number of boys	170

Information Not Available for the Following Protected Characteristics

Disability Characteristics

Religion and Belief

Gender Reassignment: No Information

Sexual Identity: No Information

Equality Objective 1: To have a balanced, diverse and fair curriculum that fosters good relationships, celebrates cultural heritage and promotes caring, collaborative, critical and creative thinking.
Why? We believe that our pupils should have opportunity to celebrate the cultural and religious beliefs of all groups within our setting and to be exposed to ideas and concepts that may challenge their understanding in order to help ensure that pupils learn to appreciate diversity and become more accepting and inclusive of others.
How? We will provide a genuine forum for discussion and reflection throughout the curriculum and during Philosophy for Children sessions. At these times we will use a range of stimuli to bring concepts and cultural and religious themes to life. This will be further developed through weekly reflections, assemblies and celebration activities
Expected Outcome Pupils demonstrate an understanding and appreciation of diversity and are more accepting and inclusive of others.

Equality Objective 2:

To create an inclusive environment where individuals feel confident and at ease.

Why?

We believe that a greater level of success can be achieved by fostering good relationships and realising the uniqueness of individuals.

How?

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Celebrating the achievements of those with protected characteristics.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

Expected Outcome:

Individuals feel confident and at ease.

Equality Objective 3:

To develop professional practice that is consistently good or better that promotes good progress and outcomes for ALL pupils.

Why?

To advance equality between all pupils.

How?

We will track pupil progress throughout the year and support pupils identified as falling behind with support; either through quality first teaching, targeted strategies or wider opportunities. Continuous Professional Development opportunities will support the development of practice that meets the needs of all pupils.
Expected Outcome: Good progress and outcomes for ALL pupils.