



Ickford School

Equality and Diversity Policy

Date approved by Trustees: September 2025

Review cycle: Annual

Next review due: September 2026

1. Purpose and Values

At Ickford School, we are committed to being a welcoming, inclusive and aspirational community where every child and adult is valued and respected. This policy underpins our core values of **kindness, respect, determination and honesty** and reflects our belief that diversity enriches our school and strengthens our community.

We aim to ensure that all pupils, families, staff, Trustees and visitors are treated fairly, with dignity and respect, and that no individual is disadvantaged by discrimination or prejudice. We celebrate difference and actively work to remove barriers to access, participation, achievement and wellbeing.

This policy applies to all members of the school community and underpins our curriculum, school ethos, policies and daily practice.

2. Legal Framework

This policy is informed by and complies with the requirements of the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)**.

Under the PSED, Ickford School has due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

The Equality Act 2010 protects individuals from discrimination based on the following **protected characteristics**:

- Age (in employment)
- Disability
- Gender reassignment
- Marriage and civil partnership (in employment)
- Pregnancy and maternity
- Race (including colour, nationality and ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation

While **socio-economic disadvantage** is not a protected characteristic under the Act, the school recognises its impact and is committed to supporting disadvantaged pupils to achieve well.

3. Aims

Ickford School aims to:

- Value every child as an individual with unique strengths, talents and needs
- Ensure equality of access to all aspects of school life for all pupils
- Promote high expectations, inclusion and achievement for all
- Create a safe, calm and nurturing environment where pupils feel a sense of belonging
- Foster positive attitudes of tolerance, empathy and respect for others
- Ensure that teaching, learning and the curriculum reflect and celebrate diversity without stereotyping
- Provide equality of opportunity in employment, training and professional development
- Work in partnership with parents, carers, Trustees and the wider community
- Comply fully with all equality-related legislation and statutory guidance
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4. Equality Objectives

In line with the Equality Act 2010, Ickford School has set the following equality objectives:

1. **To reduce attainment gaps** for disadvantaged pupils and pupils with SEND through high-quality teaching, targeted support and effective use of assessment data.
2. **To ensure the curriculum and learning resources** reflect diversity in modern Britain and promote positive representation across protected characteristics.
3. **To improve accessibility and inclusion** for pupils and families with disabilities by reviewing reasonable adjustments, communication methods and physical access.

Progress towards these objectives is monitored annually by the Headteacher and Trustees.

5. Roles and Responsibilities

The Board of Trustees

The Trustees will:

- Ensure compliance with the Equality Act 2010 and PSED
- Act as positive role models
- Approve and monitor this policy and associated equality objectives
- Scrutinise data relating to attendance, behaviour, exclusions and attainment
- Ensure fair and equitable admissions and recruitment practices
- Address serious breaches of this policy

The Headteacher will:

- Lead by example in promoting equality and inclusion
- Implement this policy and ensure it is accessible to staff and parents
- Ensure equality is embedded within the curriculum and school culture
- Challenge discriminatory language or behaviour
- Ensure relevant staff training and professional development
- Ensure Behaviour and Anti-Bullying Policies reflect inclusive practice
- Oversee the recording and monitoring of discriminatory incidents

Teaching staff will:

- Provide high-quality, inclusive teaching for all pupils
- Use assessment and contextual data to identify and address gaps
- Set challenging targets for all pupils
- Use resources that reflect diversity without stereotyping
- Promote positive attitudes and challenge prejudice
- Create classrooms where pupils feel safe, respected and valued
- Work in partnership with parents and carers

Support staff will:

- Act as positive role models
- Support pupils fairly and consistently
- Promote inclusive values and respectful behaviour
- Support the delivery of inclusive learning and care

6. Curriculum and Teaching

The curriculum at Ickford School:

- Reflects diversity in Britain and the wider world
- Promotes understanding of different cultures, beliefs and lifestyles
- Is delivered in an **age-appropriate and developmentally appropriate** way
- Supports pupils to develop respect, empathy and responsible citizenship

Equality themes are embedded through PSHE, Relationships Education, assemblies and the wider curriculum.

7. Discriminatory Incidents

Definition

A discriminatory incident is any behaviour or action that is perceived to discriminate against an individual or group based on a protected characteristic.

This includes (but is not limited to):

- Verbal or physical abuse
- Name-calling or derogatory language
- Exclusion or refusal to cooperate
- Prejudiced comments or jokes
- Graffiti or symbols
- Online or digital incidents

A racist incident is defined as *any incident perceived to be racist by the victim or any other person.*

8. Prevention

The school seeks to prevent discrimination by:

- Promoting clear expectations for behaviour and respect
- Ensuring staff understand equality law and inclusive practice
- Embedding equality and diversity within the curriculum
- Encouraging pupils to speak out and seek support
- Taking all concerns seriously

9. Responding to Incidents

Pupils

- Incidents are addressed in line with the Behaviour Policy and Anti-Bullying Policy
- All incidents are recorded, monitored and analysed
- Parents are informed as appropriate
- Support is provided to those affected

Adults

- Any incidents involving adults are addressed through the school's grievance and disciplinary procedures

Where necessary, incidents may be reported to external agencies in line with safeguarding and legal requirements.

10. Accessibility and SEND

This policy should be read alongside the school's:

- Accessibility Plan
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy

Reasonable adjustments are made to ensure disabled pupils and adults are not disadvantaged.

11. Monitoring and Review

The impact of this policy is monitored through:

- Analysis of attainment, progress, attendance and behaviour data
- Records of discriminatory incidents
- Pupil, parent and staff voice

The policy is reviewed annually by the Headteacher and Trustees.

12. Equality Impact Statement

We have carefully considered the impact of this policy on equality and confirm that it meets the requirements of the Public Sector Equality Duty by seeking to eliminate discrimination, advance equality of opportunity and foster good relations.

13. Useful Links

- Equality and Human Rights Commission – Equality Act 2010
- DfE: Public Sector Equality Duty guidance for schools in England