Windmill Primary School

Equality Policy

Document Reference Number (if already used)	**n/a**
Title	Equality Policy and Statement
Policy Owner	D Cambidge
Version	2026
Approved Date	July 2026
Approving Body	School Standards Committee (governors)
Next Review Date	June 2027

Version Control

Version	Last Modified	Last Modified By	Document Changes
2025	June 2026	D Cambidge	Removed bullet points and re-shaped text into paragraphs. Reviewed appendix 1 and 2. Included 'belong, achieve and thrive' wording in the equality statement.

COMMUNITY ACADEMIES TRUST

WINDMILL PRIMARY SCHOOL
ENJOYMENT, ACHIEVEMENT AND ASPIRATIONS

Windmill Values and Vision

'Every day is a new day'	***I***	*Include everyone*
'Be there for each other'	***G***	*Guarantee opportunities*
'Aim high'	***N***	*Nurture aspirations*
'Do your best'	***I***	*Inspire each other*
'Don't give up'	***T***	*Try everything*
'Believe in yourself'	***E***	*Encourage independence*

Windmill Primary School - Equality Policy

(including Race Equality, Disability Equality Scheme and Gender Equality Scheme)

Introduction

At Windmill Primary School, we are committed to creating an environment in which every member of the school community is valued and offered genuine equality of opportunity. We are ambitious for all pupils and work actively to remove any barriers that may hinder their progress. The school strives to ensure that all children feel welcome and free from discrimination, regardless of individuality, race, language, gender, class, lifestyle, religion, cultural background, age, sexual orientation or disability. Our approach to equality is rooted in justice for all, raising expectations and enabling every individual to fulfil their potential.

Entitlement

Our inclusion policy is based on the principle of entitlement. We believe that all children are entitled to equal access to education, opportunities to learn and participate alongside their peers, and the chance to develop their skills and abilities so they can maximise their potential and enhance their self-esteem. We are committed to identifying any special educational needs as early as possible and ensuring that pupils receive the professional support, advice and resources required to meet those needs. All children are treated with respect, and their views and opinions are listened to and considered.

Putting Our Aims into Practice

The curriculum reflects and celebrates diversity in all its forms and prepares pupils for life in a diverse society. This commitment underpins all curriculum areas, including PSHE. Resources used across the school are carefully selected to promote positive messages about equality, and curriculum teams regularly review materials to ensure they remain appropriate. All school policies incorporate an equal opportunities perspective. Staff use inclusive language when addressing groups of children, and those who care for our pupils are made aware of the school's commitment to equality through the School Prospectus.

Teachers provide challenging learning opportunities for all pupils and encourage every child to contribute positively to classroom and school life. Collective worship reflects and respects all religious beliefs and cultures, celebrating the differences between people. Any

discriminatory behaviour is dealt with immediately and taken seriously, with incidents recorded and shared with the headteacher and those who care for the child. Racist or sexist symbols, badges or graffiti are not permitted and are removed promptly. Staff ensure that pupils' names are recorded accurately and pronounced correctly, and pupils are encouraged to respect names from all cultures.

No assumptions are made about a child's potential based on personal characteristics or background. Learning environments are organised to ensure accessibility for children and adults with disabilities. We recognise that a lack of fluency in English is not an indicator of low potential; bilingualism is viewed as an asset. Behaviour is understood as a form of communication, and the behaviour of one child should never prevent others from accessing or enjoying their learning environment. We actively encourage the involvement of all parents and carers, regardless of gender or background, in all aspects of school life.

Communicating with pupils around Equality and Diversity

Windmill Primary School communicates with pupils about equality and diversity through the School Council, PSHE and Citizenship lessons, questionnaires, assemblies and visiting speakers. These approaches ensure that pupils understand the importance of equality and can contribute their views.

Dealing with personal abuse

The school maintains a well-publicised and strongly supported approach to dealing with bullying, sexual harassment and racial discrimination. Victims of abuse are encouraged to seek support, and all incidents are handled sensitively and decisively. Any discriminatory expressions, such as badges, graffiti or literature, are challenged and removed immediately.

Raising personal awareness

We encourage pupils and staff to reflect on their behaviour towards others and to consider the impact of their actions. Classroom study and discussion provide opportunities to explore issues of prejudice and inequality within the school, the local community and the wider world.

Classroom experiences

All pupils access a broad and balanced curriculum and are given challenging learning opportunities matched to their attainment. They receive regular feedback and support in identifying appropriate targets for improvement. Every child is encouraged to participate fully in classroom activities and receives a fair share of teacher attention. We take positive action to ensure that all pupils are integrated into the full life of the school. Staff use sensitive, non-discriminatory language always, and personal information is handled in line with GDPR.

All pupils have equal access to subject resources, and those who need additional support are provided with appropriate models and images to help them make progress. Fiction and reading materials include non-stereotyped roles and messages that promote equality. Children are offered varied opportunities to take on responsibilities without discrimination, and careful consideration is given to their workload both in school and at home. Parallel classes are planned jointly to ensure equal opportunities for all pupils.

Race Equality

The Race Relations (Amendment) Act 2000 and the Equality Act 2010 place a duty on schools to promote racial equality, promote good race relations and eliminate unlawful discrimination. Windmill Primary School is committed to challenging racial discrimination and promoting equality in all policies, procedures and practices. We aim to be a place where everyone, regardless of race, colour, ethnic or national origin or citizenship, feels welcome, valued and able to achieve their full potential.

We protect the rights of all pupils, staff, parents, governors and visitors, including making reasonable adjustments for disabled parents. We value and respect differences between people, meet the diverse needs of pupils and prepare them for life in a multi-ethnic society. We acknowledge the existence of racism and work proactively to eliminate it by reducing inequalities and removing barriers.

Implementation

Race equality underpins all aspects of school life. Staff and governors receive appropriate training, and the whole school community is made aware of the importance of promoting race equality and challenging discrimination. The school opposes all forms of racism, racial prejudice, harassment and discrimination. Diversity is publicly valued and celebrated through the curriculum, British Values work, assemblies and performances.

We cater for the dietary and dress requirements of different religious groups and support pupils in observing festivals relevant to their faith. We foster mutual respect and trust among pupils from all racial groups and maintain procedures for dealing with, recording and reporting incidents of racial harassment in line with Local Authority and Community Academies Trust guidance. Incidents involving pupils are dealt with promptly and consistently, with support provided for victims. Incidents involving staff follow the school's disciplinary and grievance procedures. Visitors and contractors are expected to comply with the school's Race Equality Policy.

Disability Discrimination

The Disability Discrimination Act defines a disabled person as someone with a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairments, learning difficulties, mental illness and hidden impairments such as dyslexia, autism, speech and language needs and ADHD, provided the impact is substantial and long-term.

The governing body has duties to increase access to education for disabled pupils by improving participation in the curriculum, enhancing the school environment to support access and improving the delivery of written information. It must also promote equality of opportunity for disabled people and publish a Disability Equality Scheme outlining how these duties will be met.

Supporting parents with disabilities

Windmill Primary School welcomes and supports parents with disabilities and will make reasonable adjustments to enable them to attend meetings, events and discussions with staff. (Appendix 1)

The Gender Equality Scheme

The Gender Equality Scheme sets out how we will promote equality for all. It complements other key documents such as the Accessibility Scheme and Race Equality Scheme and

addresses our responsibilities as an employer, service provider, procurer of services and partner agency. (Appendix 2)

Monitoring and Evaluation

Monitoring and evaluation are essential in ensuring equal access to curriculum options and employment opportunities. We review the Gender Equality Action Plan annually, and external scrutiny may be undertaken by inspectorates such as Ofsted. Any reported incidents of gender inequality are recorded and monitored.

This policy has been adopted by the governing body and will be reviewed annually.

See also the school policies on special educational needs and behaviour.

Review Date: June 2026

Next Review date: June 2027

Disability Equality Scheme (Appendix 1)

Element: 4 – Promote positive attitudes towards disabled people
6 – Take favourable steps to meet disabled people's needs, even if this requires more favourable treatment

Priorities:

- **To actively gather information from all stakeholders including those with disabilities**
- **To take steps to ensure communication between school and stakeholders**

Actions	By whom	When	Resources needed	Indicators of success	Progress
• Questionnaires in January to parents/ carers will include questions about how services can be improved	DC	January	Time	Responses from stakeholders	**Undertaken annually**
• Questionnaires to include questions relating to parental and pupil disabilities	DC	January	Time	Responses from stakeholders Be aware of stakeholders' opinions and act if possible	**Undertaken annually**
• Be aware of parents/carers who have difficulties reading and put systems in place to support them if requested	All staff	June	Time	Being aware of parents/carers needs and acting on them	
• Ask the School Council what they think needs improving in school for disabled people	KO	September	Time	Be aware of pupils' opinions and take action if possible	
• Reasonable adjustments are made to ensure parents with disabilities have equal opportunities to communicate with staff and access school events	CY	Ongoing	Time	Being aware of parents/carers needs and acting on them	

Element: 1 – Promote equality of opportunity between disabled people and other people
6 – Take favourable steps to meet disabled people's needs, even if this requires more favourable treatment

Priorities:

- **To take steps to ensure that all disabled pupils are able to fully participate in all school trips and outings**

Actions	By whom	When	Resources needed	Indicators of success	Progress
• To find out from parents/carers and staff the specific needs of disabled pupils and the extra risks/resources involved in each trip	Class teachers or visit leader	Ongoing	Necessary SEN/medical training One to one member of staff may be required. Sensitivity to pupils' needs Time	Pupils are able to smoothly go on all trips and outings with all risks and needs covered. Pupils with disabilities or medical needs have separate risk assessment	**ongoing**

Element: 6 – Take favourable steps to meet disabled people's needs, even if this requires more favourable treatment

Priorities:

- **Teachers to pass on information to new teacher at end of school year**
- **Parents to keep school informed of latest developments with their child's needs**

Actions	By whom	When	Resources needed	Indicators of success	Progress
• Existing teacher to meet new teacher in July to pass on information	Class teachers	July	Class cover	Teachers better informed and therefore able to address children's individual needs	**Ongoing annually**
• Parents/carers complete a form at the start of the school year to update personal information, to include information on disabilities	Admin	September	Time	School records up to date	**Ongoing annually**
• Parents/carers to inform school when their child's needs alternative support	Parents/carers	Ongoing	Time	School fully informed of individual children and therefore more able to meet their needs	

GENDER EQUALITY SCHEME (Appendix 2)

Windmill Primary School

This reflects the range of activities that Windmill Primary School undertakes to improve its services for girls and boys, men and women. It is amended in response to feedback from pupils and staff and reflects new initiatives that the school undertakes to better meet the equality and diversity needs of its community.

Section A Human Resource Issues

	Issue / Action	Timescale	Lead	Outcome
	Ensure all recruitment procedures are fair and equal.	Ongoing	SBM	

	Action	Timescale	Lead	Outcome
	Review staffing salary tier by gender – analysis of full and part time staff	Ongoing	SBM	

Section B School Community Issues

Action	Timescale	Lead	Outcome
Issue – Attainment and achievement Analyse data for gender bias e.g. do girls attain/achieve higher than boys in certain subjects and vice versa?	Annual	DHT	
Action	**Timescale**	**Lead**	**Outcome**
Issue – Behaviour, gender based harassment – bullying Analyse if boys or girls are more involved in incidents of inappropriate behaviour, bullying incidents	Annually	AHT – B&A	

Action	Timescale	Lead	Outcome
Issue – Analysis of Exclusion data Identify the reasons for exclusions across the school	Ongoing	AHT – B&A	

Action	Timescale	Lead	Outcome
Issue – Curriculum resources Screen for stereotyping e.g. female nurse, male engineer etc	Ongoing	TLR - PD	
Action	**Timescale**	**Lead**	**Outcome**
Issue – Extra curricular activities Are more boys or girls involved in particular activities	Ongoing	TLR - PD	
Action	**Timescale**	**Lead**	**Outcome**
Issue – Publicity Ensure any school publicity has an equal gender bias	Ongoing	SBM	

Section Meeting our Legal Duties

Action	Timescale	Lead	Outcomes
Review Gender Equality Scheme	Spring	AHT - I	
Monitor the GES and its achievement of action plan objectives	Annually	AHT - I	
Oversee the implementation of Equality and Diversity Impact assessments across the school and identify issues for action.	Rolling programme	AHT - I	
Improve range and quality of monitoring data as a result of impact assessments	Ongoing	AHT - I	
Incorporate the requirements of the Gender Equality Scheme into current training programmes	Ongoing	AHT - I	
Avoid gender specific stereotype images in publicity materials and other documents produced by the School	Ongoing	SBM	
Ensure that the School procurement activities address gender issues in line with guidance from the Equal Opportunities Commission	Ongoing	SBM	
Ensure all business plans have taken into account equality and diversity issues including gender	Annually	SBM	
Host an equality and diversity event involving staff to include an opportunity to focus on gender issues	TBD	SBM	
Publish and distribute outcomes of findings to staff	Ongoing	HT	