



EQUALITY & DIVERSITY POLICY

SANDON PRIMARY ACADEMY

Mrs R Beckett & Mrs L Kiddle (Co-Principals)

Review date: September 2026

Purpose

At Sandon Primary Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community.

The overall objective of the Sandon Primary Academy Equality and Diversity Policy is to provide a framework for the academy to pursue and promote its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all of its activities.

The principles of this policy apply to all members of the academy community – partners and contractors are also expected to adhere to this policy.

Statement

This Equality and Diversity Policy, strives to ensure that no member of the academy community or any person in contact with the academy receives less favourable treatment on any grounds which cannot be shown to be justified. Areas include; race, colour, nationality, ethnic or national origin, religion, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, age or spent convictions.

Treating all people with respect and recognising the value of each individual are key elements of our academy ethos. This means a continuing commitment to ensuring that our services meet the individual needs of children and young people in our academy and actively valuing the diverse lifestyles and cultures both locally and nationally. As well as us working to promote this within the academy environment, we strive to embed these values into the children and young people as they enter the diverse society. We also have a commitment to ensuring that our employment practices are fair and promote equality.

We will ensure that the principles of this policy are reflected in all of our policies, practices and procedures. In accordance with our statement and academy values we aim to;

- Respect the human rights of all our pupils
- Educate our pupils and staff about equality
- Respect the equal rights of our staff and other members of the academy community.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from academy policies, practices and programmes, whatever their ability, background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Policies, practices and programmes do not discriminate but may be adapted to take account of differences of life experience, outlook, background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote positive attitudes and interaction, mutual respect and good relations between people of different ability, background, gender or cultural identity.

Principle 4: Staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people of different ability, background, gender or cultural identity.

Contextual analysis

Socially, children tend to come from the same socio-economic groupings but this is altering in recent years – reflecting changes in the local community. In preparation for this we have adopted a more explicit approach to multicultural teaching through fortnightly teachings of both RE and RSHE. At Sandon Primary Academy there are 503 children on roll and 59% of children have free school meals. 18% of the children are of an ethnic minority background and 8% have English as an additional language. Sandon Primary Academy has approximately 143 of its children on the Special Educational Needs and Disabilities register. Within this, there are a range of special needs the majority of which are Cognition and Learning needs or Social, Emotional and Mental Health needs. Within the academy, 3% of the pupil population are a Looked After Child or a Previously Looked After Child. The academy has eleven Looked After Children, three of whom are looked after by a differing local authority to the one the school is located in. The academy also supports six Previously Looked After Children supported by special guardianship orders.

Responsibilities

The Trustees as a whole are responsible (with support from the SENDCos) for:

- Drawing up, publishing and implementing the academy's equality objectives
- Making sure the Academy Equality Scheme and its procedures are followed
- Monitoring progress towards the equality objectives and reporting annually

The Principal is responsible for:

- Making sure steps are taken to address the academy's equality objectives
- Making sure the equality and access plans are readily available and that the trustees, staff, pupils and their parents know about them
- Making sure all staff know their responsibilities and receive training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the academy

All staff are responsible for:

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups and dealing with prejudice-related incidents
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities

Publication and review

This Equality scheme fulfils statutory requirements and addresses our duties under current equality legislation, up to and including the Equality Act 2010. As it is a public document, the school Trustees publish it by making it available on request.

How we conduct equality impact assessments

As an academy we carry out rigorous monitoring of all pupils and their progress daily with progress discussions held regularly between cohorts and key stages. Formal assessments are then conducted termly so that the Principal, Senior Leadership Team, subject leaders and class teachers can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio economic background, belief or gender. Subject leads also gather pupil voice as they monitor their subjects promoting equality and diversity by ensuring that the subjects are accessible and enjoyed by a range of pupils.

Through analysis we are aware of any groups or individuals who are not making at least expected progress and produce individualised action plans within each cohort to support progress of these identified groups. Evidence of this analysis can be found in the data file. Pupil passports are also completed for all children with

a special educational need or disability to ensure staff have a secure and holistic understanding of each individual child.

Equality objectives identified by this process are also included in the three-year plan identified below or in the School Improvement Plan as appropriate.

Equality objectives 2025-2026

Equality objectives (focused on outcomes rather than processes)

- Create learning, teaching and assessment environments and experiences that proactively eliminate discrimination. Implement and embed an IPAD curriculum to further support in removing barriers.
- To develop equality and diversity competence amongst our pupil and staff meaning they have the ability and awareness to function appropriately when engaging with people of different backgrounds and beliefs through the delivery of a progressive RSHE and RE curriculum, cultural key stage assemblies and celebration of themed days/dates.
- To develop the inclusivity of the curriculum and assessment to ensure that they are designed and delivered to engage pupils in meaningful, relevant learning which is accessible for all. For example:
 - Geography: Understanding of where they are in the world and their cultural roots.
 - History: The importance of history and the impact on race/culture and the celebration of key men and women within history who made changes and how these impact on the world today.
 - Religious Education: promotes understanding, tolerated and respect for all faiths as well as other religions represented in the UK (Islam, Judaism and Hinduism).
 - Relationships and Sexual Health Education: Through the 3 strands of this subject (Health and Wellbeing, Relationships and Living in the Wider World), equality and diversity is specifically taught.
 - Art: Celebrating the work of a range of artists from different genders, cultures, time periods.
 - Music: A range of genres and key music idols are taught.
- The creation of environments and learning experiences in which all children feel like they belong and are not made to feel isolated or excluded as all pupils meet their potential. Children are given responsibility and control over their environments.
- Creating a safe, nurturing and enabling environment for all pupils by:
 - Adapting pedagogies to ensure that cognitive barriers do not hinder progress made in other curriculum areas.
 - Learning is carefully planned and is meaningful and has relevance.
 - Promoting mutual respect in all interactions and developing the use of pupil voice across the academy.
 - Use of metacognition to ensure that pupils are empowered to take responsibility for their own learning and achievements.
 - Continue to develop the use of the welfare team to support personal/social development.
 - We are committed to upskilling staff to effectively support pupils with neurodiverse needs. This includes embedding inclusive strategies into everyday practice to ensure that pupils with neurodiverse profiles—such as autism, ADHD, and sensory processing differences—are supported through evidence-based approaches that reflect best practice.

Related Policies

Behaviour Policy
SEND Policy
Anti Bullying Policy

Appendix One: Glossary of Key Terms

Equality

Treating everyone fairly and ensuring they have the same opportunities, regardless of their background or characteristics.

Diversity

Recognising, respecting, and valuing differences in people, including their race, gender, religion, abilities, and experiences.

Inclusion

Making sure everyone feels welcome, accepted, and able to participate fully in school life.

Protected Characteristics

The Equality Act 2010 identifies nine characteristics that are protected by law. These are:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

Discrimination

Treating someone unfairly or less favourably because of a protected characteristic.

Harassment

Unwanted behaviour that makes someone feel intimidated, offended, or humiliated.

Prejudice

A negative opinion or feeling about someone based on their background or identity, without knowing them personally.

Stereotyping

Assuming that all people from a particular group are the same, often based on inaccurate or unfair ideas.

Reasonable Adjustments

Changes made to help someone with a disability take part in school life equally and comfortably.

Community Cohesion

Creating a school environment where everyone feels they belong and different groups get along well.