



WREN'S NEST PRIMARY SCHOOL SINGLE EQUALITY POLICY, OBJECTIVES AND ACTION PLAN 2027–2030

Equality Act 2010 and Public Sector Equality Duty

Single Equality Policy

September 2026

Document to be read in conjunction with ***other key school policies (listed within document)***

Introduction

Wren's Nest Primary School is a very inclusive school where we try to meet the needs of all children, removing barriers to learning so that all children make good progress and attain well.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following 7 key principles:

- 1. All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. *The Ethos is, "We accept everyone, it doesn't matter who you are."*
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We teach our children about Protected Characteristics and the importance of them.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- 6. We have the highest expectations of all our children.** We expect that all children can make good progress and achieve to their highest potential.
- 7. We work to raise standards for all children, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

Purpose of the Policy

The Equality Act 2010 protects people from discrimination, harassment and victimisation because of a protected characteristic. Schools must not discriminate against children, prospective children, staff or others because of sex, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage or civil partnership are also protected characteristics, although they do not apply to children within the schools provisions of the Act.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

The Public Sector Equality Duty or "general duty"

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

Two "specific duties"

This requires all public organisations, including schools to: -

1. Publish information to show compliance with the Equality Duty by April 6th, 2012.
2. Publish Equality objectives at least every 4 years, which are specific and measurable by April 6th, 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 shows the school's Equality Objectives for 2027-2030 in an Equality Action Plan.

Appendix 2 is a checklist of key equality considerations.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in the school prospectus, school website and newsletters. There are also references in many of our policies including the behaviour, admissions, SEND and anti-bullying policy.

The Equality Act also applies to schools in their role as employers. A number of staff and governors have undertaken Safer Recruitment training which ensures that our recruitment systems avoid discrimination and ensure equality good practice throughout the recruitment and selection process. Equality policy and practices are covered in all staff inductions. All temporary staff are made aware of the Single Equality Policy and practices.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our children and the way we provide access for children to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled children – designed to enhance access and participation to the level of non-disabled children and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school. We make a record of each specific equality consideration, and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admission arrangements are fair and transparent, and we do not discriminate against children by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.

Behaviour, Exclusions and Attendance

The school Behaviour Policy takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for children with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing Prejudice and Prejudice Based Bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality.

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions home visits.
- We collect data and monitor progress and outcomes of different groups of children and use this data to support school improvement. We take action to close any gaps,
 - ✓ for example, we work hard to reduce the gap between disadvantaged children and those more privileged.

We collect and analyse data:

- on the school population by factors such as: gender and ethnicity.
- on the % of children identified as having a special educational need and/or disability and by their principal need or disability.
- by year group - in terms of ethnicity, gender and proficiency in English.
- on inequalities of outcome and participation, related to ethnicity, gender and disability.

We publish an analysis of standards reached by different groups at the end of each key stage:

-  Pupil Premium
-  Ethnicity
-  EAL
-  Children registered as needing SEND Support
-  Children with an Education, Health and Care Plan
-  Children in Care and policy Looked after children

- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all children.
- We provide support to children at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys
- We ensure equality of access for all children to a broad and balanced curriculum, removing barriers to participation where necessary.

- We have also implemented an Accessibility Plan designed to: increase the extent to which children with disability can participate in the curriculum; improve the physical environment and improve the availability of accessible information to disabled children.

Positive Action

We will take positive and proportionate action to address the disadvantages faced by particular groups of children with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- Our curriculum intent for the whole of the school is centred around responsibility, respect, tolerance and supporting children to understand and develop core values.
- We prepare our children for life in a diverse society of modern Britain and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our children.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for children to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, school community videos and newsletters.

Other ways we address equality issues

- We keep minutes of meetings where equality issues are discussed, e.g., *Governors Meetings*.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and wellbeing of our children.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Secure and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from pupil Parliament, PSHE lessons, whole school questionnaires on children's attitudes to self and school.
- Analyse issues raised in Annual Reviews or reviews of progress on SEND Plans.
- Ensure that we secure responses and feedback at Governing Board meetings.

Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

We produce an Equality Action Plan that shows how we will achieve our objectives.

Monitoring and Reviewing Objectives

We will monitor progress against the equality objectives termly and formally review them each year. The Headteacher will report progress, impact and any emerging inequality to the governing board. Children, staff, governors, parents and carers will be involved in the annual review.

We will publish an evaluation of the success in meeting these objectives for parents, carers and families on the school website.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing Board

The governing board is responsible for ensuring that the school complies with legislation and that this policy, and its related procedures and action plans are implemented. The Curriculum and Standards Committee and the Personnel Committee both have a watching brief regarding the implementation of this policy.

Every governing board committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions. Governors annually review the Equality Policy.

Headteacher

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom.
- challenge prejudice and discrimination.
- deal fairly and professionally with any prejudice-related incidents that may occur.
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all children.

- support different groups of children in their class through adaptive planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- keep up to date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equal Opportunities for Staff

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, children and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the Policy

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves children, staff, governors and parents and carers.

Disseminating the Policy

This Equality Policy along with the Equality Objectives and data is available.

- on the school website
- as paper copies in the school office
- as a summary in the school prospectus

We ensure that the whole school community knows about the policy, objectives and data through the curriculum, assemblies, staff meetings and other communications.

We publish copies of relevant policies and guidance on the school's website, including those on behaviour, anti-bullying and special educational needs. The whole policy is available for all parents from the school office and published on the school website. www.wrens-nest.dudley.sch.uk

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy and privacy notices published on the school's website

Date adopted: September 2026

Review date: September 2030

Equality Objectives and Action Plan

APPENDIX ONE

Equality objective	2027/28 actions and success measures	2028/29 actions and success measures	2029/30 actions and success measures	Lead / oversight
1. Narrow gaps in attendance and persistent absence for disadvantaged children and children with SEND.	Establish September baselines by pupil group. Use inclusive attendance approaches, individual plans and family support. Reduce persistent absence for each priority group from its 2026/27 baseline; report termly to governors.	Evaluate which approaches have the greatest impact. Sustain improved attendance and reduce any remaining gap between priority groups and the whole school.	Sustain improvement so no identified group has a persistent absence rate materially above the school average without a clear, evidenced plan. Publish impact and next steps.	Attendance Champion Inclusion Leader Headteacher Governors
2. Improve reading and phonics outcomes for disadvantaged children and children with SEND.	Set baselines from 2026/27 outcomes and identify children needing precise support. Ensure high-quality phonics, adaptive teaching and timely intervention. Review progress half-termly.	Reduce gaps in phonics and reading outcomes against the whole-school cohort and children nationally with similar starting points. Evaluate intervention impact and attendance at support.	Sustain improved outcomes. Target: gaps identified in 2027 are reduced over the three-year cycle, with individual progress strong from starting points.	Reading Leader SENDCo Phase Leaders Headteacher
3. Ensure children with SEND and other vulnerable children can participate fully in trips, clubs, residential, pupil leadership and enrichment.	Audit participation termly by SEND, disadvantage, sex and other relevant characteristics. Record reasonable adjustments and remove cost, transport, communication or staffing barriers. All children are offered at least three educational visits or equivalent experiences.	Use pupil and family voice to address under-representation. Provide targeted invitations and lawful positive action where evidence shows a participation gap.	Demonstrate sustained equitable access: participation data shows no significant unexplained gap, and case studies evidence successful reasonable adjustments.	Inclusion Leader Phase Leaders Governors

Equality objective	2027/28 actions and success measures	2028/29 actions and success measures	2029/30 actions and success measures	Lead / oversight
4. Strengthen pupil understanding of protected characteristics, equality, respectful relationships and belonging.	Map protected characteristics and anti-stereotyping across PSHE, relationships education, assemblies and the wider curriculum. Establish pupil-voice baseline. Train staff to challenge discriminatory language consistently.	Review curriculum representation and pupil voice. Children can explain age-appropriate examples of equality, respect and how to report concerns. Address themes identified through incident data.	Pupil voice and curriculum review demonstrate secure, age-appropriate understanding. Prejudice-related incidents are responded to consistently, with learning and restorative follow-up recorded.	PSHE Lead Curriculum Leaders DSL Headteacher
5. Ensure pupil voice represents the diversity of the school and influences decisions about equality.	Review election and appointment processes for Pupil Parliament and other leadership roles. Monitor representation and provide accessible ways for all children, including non-verbal children and those with SEND, to contribute.	Complete an annual equality and belonging survey. Leaders publish actions taken in response and consult affected children when policies or provision change.	Representation is broadly reflective of the school community. Children can identify changes made because of their views, and groups report a strong sense of safety and belonging.	Pupil Parliament Lead Inclusion Leader Headteacher
6. Improve accessible, two-way communication with all parents and carers.	Audit barriers relating to language, literacy, disability, digital access and meeting times. Offer reasonable adjustments, plain-language information and interpretation or alternative formats where required. Record participation in key meetings.	Use feedback and participation data to improve access. Target families who remain under-represented and evaluate whether adjustments enable meaningful involvement.	Parent feedback and meeting participation show improved access. No family is prevented from understanding or contributing to decisions because an identified communication barrier was left unaddressed.	Family Support Team SENDCo Admin Team SLT

Equality objective	2027/28 actions and success measures	2028/29 actions and success measures	2029/30 actions and success measures	Lead / oversight
7. Identify and reduce disproportionality in behaviour, suspensions and prejudice-related incidents.	Analyse behaviour, suspension, exclusion and prejudice-related incident data termly by relevant pupil groups. Check reasonable adjustments and identify patterns in location, time, response or curriculum.	Implement and evaluate targeted, relational and restorative responses. Staff practice is consistent and affected children and families are consulted.	Data shows reduced disproportionality from the 2027 baseline. Any remaining difference is understood, evidenced and addressed through a current action plan.	Behaviour Lead DSL Inclusion Leader Headteacher Governors
8. Ensure recruitment, professional development, appraisal and pay processes promote equality of opportunity.	Review recruitment, pay and appraisal policies against current legislation and national conditions. Use structured, fair selection processes and offer reasonable adjustments. Monitor available workforce data proportionately and confidentially.	Review access to professional development, leadership opportunities and flexible working. Act on any evidenced inequality.	Annual policy and data review provides assurance that decisions are fair, transparent and free from unlawful discrimination; actions are recorded where concerns arise.	Headteacher School Business Manager Governors
9. Strengthen governing board oversight of equality and seek broad representation and inclusive participation.	Complete an annual skills, diversity and accessibility audit. Provide equality and PSED training. Ensure equality impact and pupil-group data are considered in relevant decisions.	Use lawful, open recruitment to address identified gaps in skills or representation. Review meeting accessibility and participation.	Governor minutes and monitoring evidence sustained challenge and oversight. The board evaluates progress against all objectives and approves the next equality priorities.	Chair of Governors Headteacher Governing Board

Review of impact: equality objectives 2024-2027

The governing board will approve a final evaluation of the 2024-2027 objectives in the Autumn Term 2027. The evaluation will be published alongside this policy and will inform the baseline for the 2027-2030 objectives.

Evidence considered will include:

- attainment and progress, including phonics and reading, by pupil group;
- attendance, persistent absence, suspensions and behaviour incidents by pupil group;
- participation in trips, residentials, clubs, leadership and enrichment;
- accessibility, reasonable adjustments and the experiences of children with SEND;
- prejudice-related incidents, pupil voice and stakeholder feedback;
- family access to information, meetings and support; and
- workforce and governance information where publication is lawful and proportionate.

For each objective, leaders will record the baseline, actions completed, measurable impact, pupil and parent voice, any remaining inequality and the agreed next step. Progress will be reported to governors at least annually.

APPENDIX TWO

Check list for School Staff and Governors

- The school collects information on race, disability and gender with regards to both children and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, children and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when their trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable children and monitors progress on reaching these objectives.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all children to understand and celebrate diversity and difference.
- All groups of children are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the Pupil Parliament.
- The school monitors bullying and harassment of children in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions, assemblies and all aspects of school life.
- The school environment is increasingly as accessible possible to children, staff and visitors to the school.
- Open evenings and other events which parents, carers, families and the community attend are held in accessible parts of the school and issues such as language barriers are considered.

The accessibility needs of parents, families, children and staff are considered in the publishing and sending out of information.

- The Governing Board is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.