



EQUALITY AND DIVERSITY POLICY AND PROCEDURE FOR SCHOOLS

Status	Date Established	Review Date
Statutory	September 2026	September 2027
Written by	Agreed with governors	
Wiltshire Council and Five Lanes CE VC Staff	September 2026	
Reference		
This policy is based on the Wiltshire Local Authority model Equality & Diversity Policy and adapted to reflect the ethos, context, and values of Five Lanes CE Primary School.		

Five Lanes CE Primary School is a Church of England school rooted in the values of trust, respect and compassion. These values shape how we treat one another, how we teach, and how we support every child and adult to flourish.

Equality, diversity, and inclusion are not separate initiatives; they are part of our daily practice, our relationships, and our commitment to ensuring that every child has every chance to thrive. We recognise the uniqueness of each individual and seek to create a school environment where all feel welcomed, valued, and able to participate fully.

1. Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity, and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion, and sexual identity.

We recognise that the Equality Act introduced a single Public Sector Equality Duty (PSED) applying to public bodies, including maintained schools and academies, covering the protected characteristics of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

In carrying out our functions, we have due regard to the need to:

- eliminate discrimination and prohibited conduct
- advance equality of opportunity
- foster good relations across all groups

We also follow the DfE guidance *“The Equality Act 2010 and Schools”* (May 2014).

2. School Responsibilities

To meet the general equality duty, schools must:

- publish information demonstrating compliance
- prepare and publish one or more measurable equality objectives

Five Lanes CE Primary School publishes at least one SMART equality objective based on national or local evidence relating to individuals with protected characteristics.

Objectives may span up to four years and are reviewed annually within the school’s improvement and monitoring cycle.

We also prepare an annual report summarising actions taken to meet the equality duty, including staff training, pupil interventions, curriculum developments, and community engagement.

3. Guiding Principles

In fulfilling our legal obligations, we are guided by the Trust's nine principles:

Principle 1: All learners are of equal value

We see all learners, families, and staff as of equal worth, regardless of disability, ethnicity, gender, faith, or sexual identity.

Principle 2: We recognise and respect difference

Treating people equally does not mean treating everyone the same. We take account of differences in life experience, background, and barriers faced.

Principle 3: We foster positive attitudes and relationships

We promote positive attitudes, mutual respect, and good relations between all groups.

Principle 4: We observe good equalities practice in staff recruitment, retention, and development

Our employment practices benefit all employees and potential employees.

Principle 5: We aim to reduce and remove inequalities and barriers

We actively seek opportunities to reduce existing inequalities.

Principle 6: We consult and involve widely

We engage with pupils, parents, staff, governors, and community groups when shaping policies.

Principle 7: Society as a whole should benefit

Our policies and actions aim to foster social cohesion and cultural understanding.

Principle 8: We base our practices on sound evidence

We collect and publish quantitative and qualitative information about our progress.

Principle 9: We set measurable objectives

Our equality objectives are specific, measurable, and based on evidence and engagement.

4. Implementation

Every four years, we establish equality objectives and an action plan within the school improvement plan. These objectives reflect national and local priorities and are reviewed annually.

5. The Curriculum

We keep each curriculum area under review to ensure teaching and learning reflect the nine principles. Our curriculum promotes understanding, respect, and representation of diverse experiences, cultures, and identities.

6. Ethos and Organisation

Our principles apply across all policies and practices, including:

- pupil progress and achievement
- personal development and wellbeing
- admissions and attendance
- staff recruitment, retention, and development
- behaviour, discipline, and exclusions
- partnerships with families
- engagement with the wider community

Our Christian ethos underpins how we live these principles daily.

7. Roles and Responsibilities

Headteacher

The headteacher ensures compliance with legislation and implementation of this policy. They ensure staff understand their responsibilities, receive appropriate training, and take action in cases of discrimination.

Staff

All staff are expected to:

- promote an inclusive and respectful ethos
- challenge prejudice and discrimination
- deliver curricula that reflect the nine principles
- support pupils with additional needs, including EAL
- stay informed about equalities legislation

Governors

Governors monitor compliance and hold leaders accountable for implementation.

Trust

The Trust Board oversees compliance across all schools.

8. Religious Observance

We respect the religious beliefs and practices of all staff, pupils, and families and comply with reasonable requests relating to religious observance.

9. Staff Development and Training

All staff receive appropriate training and professional development to support equality, diversity, and inclusion.

10. Breaches of the Policy

Breaches are dealt with in line with Trust and school policies, including disciplinary procedures where appropriate.

11. Monitoring and Evaluation

We collect and analyse data relating to achievement, attendance, behaviour, and participation, broken down by protected characteristics. This informs adjustments and future planning.

12. Who is Responsible for Compliance

The Local Governing Body and Headteacher are responsible to the Trust Board for compliance with this policy.