

Footprints Federation- Ingrow and Long Lee Primary

Equality, Diversity and Inclusion Policy



Approved by Governing Body: Autumn 2024 (Updated for Statutory Compliance 2026)

Statutory Review Period: Every 2 Years (or following legislative changes)

Next Review Date: Autumn 2027

Lead Responsible Person: Designated Equality Lead / Chair of Governors

Equality Statement

At Footprints Federation, we are committed to ensuring equality of opportunity for all pupils, staff, parents, and carers irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We tackle discrimination through the positive promotion of equality and protected characteristics, challenging bullying and stereotypes, and creating an environment that champions respect for all. Diversity is a strength that should be respected and celebrated by all who learn, teach, and visit our federation.

1. Legal Framework & Public Sector Equality Duty (PSED)

This policy has been updated to ensure full compliance with the Equality Act 2010 and the statutory duties placed upon maintained primary schools in England.

Under the Equality Act 2010, the federation actively fulfills its **General Public Sector Equality Duty** by striving to:

- **Eliminate discrimination, harassment, victimisation** and any other conduct prohibited by or under the Equality Act 2010.
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Statutory Deliverables & Public Access

In line with the Equality Act 2010 (Specific Duties and Public Authorities) Regulations, Footprints Federation publishes the following statutory documentation on its public website:

1. **Equality Information:** Published and updated annually to demonstrate how the school complies with the Public Sector Equality Duty (including pupil population analysis, attainment data by characteristic, and staff data where non-identifiable).
2. **Equality Objectives & Action Plan:** Formulated and updated at least once every four years. Objectives are specific, measurable, and tailored to address identified gaps or priorities

within the federation.

3. **Accessibility Plan:** Maintained under Schedule 10 of the Equality Act 2010 to improve physical access, curriculum participation, and access to written information for disabled pupils and stakeholders.

2. Protected Characteristics & Additional Inclusion Groups

The Equality Act 2010 protects individuals from discrimination on the basis of **9 Protected Characteristics**:

Protected Characteristic	Application within School Provision
Age	Applies to staff and visitors (statutorily excluded for school pupil admissions/provision).
Disability	Applies to all pupils, staff, parents, carers, and visitors (Reasonable Adjustments Duty applies).
Gender Reassignment	Applies to all pupils, staff, parents, carers, and visitors.
Marriage & Civil Partnership	Applies to staff employment and recruitment.
Pregnancy & Maternity	Applies to all pupils, staff, parents, carers, and visitors.
Race	Includes colour, nationality, ethnic or national origin across the entire community.
Religion or Belief	Includes lack of religion or belief across the entire community.

Protected Characteristic	Application within School Provision
Sex	Applies to all pupils, staff, parents, carers, and visitors.
Sexual Orientation	Applies to all pupils, staff, parents, carers, and visitors.

Socio-Economic & Additional Background Considerations:

While socio-economic background, living situations (e.g., Looked After Children, Young Carers), trade union activities, or spent convictions are not statutory protected characteristics under the Equality Act 2010, Footprints Federation actively works to eliminate barriers associated with these factors to ensure all pupils and families are supported without bias.

3. Guiding Principles

- **Principle 1: All learners are of equal value.** Every pupil benefits equally from school policies, practices, and opportunities.
- **Principle 2: Relevant differences are recognised and accommodated.** Equal treatment does not always mean identical treatment; reasonable adjustments and targeted support are provided to remove barriers (e.g., SEN and disability provision).
- **Principle 3: Fostering positive attitudes and belonging.** We actively promote positive interaction, mutual respect, and dialogue across different ethnic, cultural, and religious groups, challenging all forms of prejudice-related bullying.
- **Principle 4: Equitable employment practice.** Staff recruitment, retention, and CPD benefit all current and prospective employees fairly, adhering strictly to safe and fair employment legislation.
- **Principle 5: Continuous consultation and engagement.** Policy development involves regular engagement with staff, governors, pupils, parents, and local stakeholders.

4. Implementation Across School Operations

Admissions and Exclusions (Maintained School Compliance)

- **Admissions:** As a maintained primary school, pupil admissions are administered strictly in

accordance with the Local Authority's Coordinated Admission Scheme and the statutory *School Admissions Code*. The federation does not discriminate on any protected grounds when allocating places.

- **Suspensions & Exclusions:** Decisions regarding suspensions and permanent exclusions follow statutory DfE guidance (*Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England*). Equality duties are explicitly applied to ensure pupils with protected characteristics (particularly those with SEND or disabilities) are not unfairly disadvantaged.

Teaching, Learning & Curriculum

- **Inclusive Curriculum:** Teaching materials and resources reflect diverse cultures, ethnicities, abilities, and family structures without perpetuating stereotypes.
- **RSHE Compliance:** Relationships, Sex and Health Education is delivered in full compliance with statutory DfE RSHE guidance and in consultation with parents and carers.
- **Assessment & Equity:** Pupil attainment data is regularly scrutinised to identify and address achievement gaps across protected groups (e.g., SEND, EAL, disadvantaged groups).

Safeguarding & Handling Incidents

- In line with *Keeping Children Safe in Education (KCSIE)*, all incidents of prejudice-based bullying, harassment, or discrimination (including racist, homophobic, biphobic, transphobic, or sexist incidents) are logged, investigated, and addressed promptly.
- Incidents are regularly reported to the Governing Body and Local Authority as required.

5. Roles and Responsibilities

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Governing Body: Ensures the federation meets all statutory equality duties, approves equality objectives every 4 years, monitors annually published equality data, and ensures policies are effectively implemented.
- **Headteachers:** Leads the implementation of equality strategies, oversees staff training, ensures consistent recording/handling of prejudice-based incidents, and holds subject leaders accountable for curriculum diversity.
- **Staff:** Champion inclusive practice, challenge prejudice and stereotyping, report all discriminatory incidents, and complete mandatory equality training.
- **Parents, Carers & Visitors:** Support the federation's equality ethos, comply with school expectations, and report any concerns or incidents promptly.

6. Monitoring, Evaluation and Policy Links

This policy is monitored annually and formally reviewed every two years by the Governing Body, or earlier if national statutory guidance changes. Effectiveness is evaluated through pupil outcome tracking, attendance and exclusions analysis, stakeholder consultation, and prejudice incident logging.

Associated Statutory Policies & Strategies:

- Equality Objectives & Action Plan
- Accessibility Plan
- Child Protection & Safeguarding Policy (KCSIE compliant)
- Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Anti-Bullying Policy
- Positive Behaviour policy
- LA Coordinated Admissions Scheme
- Staff code of conduct