Wolsey House Primary School

Equality and Diversity Policy and Objectives

Policy date: October 2026

Policy review date: October 2027

Together we grow, achieve and thrive.

Statement of intent

Wolsey House Primary School is committed to providing an inclusive environment in which every pupil, member of staff, parent, carer, governor, volunteer and visitor is treated with dignity and respect. We value the diversity of our school community and are committed to equality of opportunity, anti-discriminatory practice and the removal of barriers to participation, achievement and employment.

The Equality Act 2010 provides a consolidated legal framework protecting people from discrimination, harassment and victimisation. The nine protected characteristics are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

All nine protected characteristics are relevant to the school's responsibilities as an employer. Under the schools provisions of the Equality Act 2010, age and marriage and civil partnership are not protected characteristics in relation to pupils. The protected characteristics applying to pupils are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

In carrying out its functions, the school will have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- foster good relations between people who share a relevant protected characteristic and those who do not.

This includes considering how school policies, practices and decisions may affect different groups; removing or minimising disadvantage; meeting different needs; encouraging participation where it is disproportionately low; and challenging prejudice and stereotypes.

The school will not tolerate unlawful discrimination, harassment, sexual harassment, victimisation, bullying or prejudicial behaviour. Concerns will be taken seriously and addressed through the appropriate safeguarding, behaviour, anti-bullying, complaints, staff conduct or employment procedures.

The school will treat all pupils and adults with dignity and respect, protect them from bullying and unlawful discrimination, and respond to individual needs in accordance with the Equality Act 2010, safeguarding guidance and other applicable legal requirements. Decisions concerning individual pupils will be made carefully, with appropriate regard to safeguarding, the pupil's welfare and views, parental responsibility, privacy, reasonable adjustments and the rights and needs of others.

As an employer, the school will promote fair recruitment, employment, training and progression practices. It will take all reasonable steps to prevent sexual harassment of employees, including harassment involving third parties, and will respond appropriately to concerns raised. From 30 October 2026, the school will comply with the strengthened duties concerning harassment of employees by third parties.

The school recognises that treating everyone fairly does not necessarily mean treating everyone in exactly the same way. Disabled pupils must not be placed at a substantial disadvantage. The duty to make reasonable adjustments is anticipatory, which means that the school will consider potential barriers and plan reasonable adjustments in advance rather than waiting until an individual pupil experiences difficulty.

We are committed to high expectations and equality of opportunity for all pupils. We will provide high-quality teaching through a broad, balanced, relevant and inclusive curriculum, supported by adaptive teaching, reasonable adjustments and targeted provision where appropriate. We will monitor attainment, progress, attendance, behaviour, participation and other relevant information to identify disparities, understand possible causes and determine appropriate action.

Equality and diversity will be reflected across the curriculum and wider life of the school. Pupils will be supported to understand and respect difference, recognise and challenge prejudice and discrimination, develop positive relationships and prepare for life in modern Britain and an increasingly interconnected world.

The school values the diversity of family circumstances and will work respectfully with parents and carers. Information and decisions relating to parents and carers will be managed in accordance with parental responsibility, any applicable court orders, safeguarding responsibilities and data-protection requirements.

Admissions will be administered in accordance with the school's published admission arrangements, the School Admissions Code and relevant equality law. No applicant will be treated unlawfully because of a protected characteristic.

The school will work with families, the local authority, health professionals and other agencies where appropriate to meet pupils' educational, medical, disability-related, cultural, religious and dietary needs.

We will pay particular attention to pupils and adults who may experience disadvantage, barriers to participation or under-representation. This may include, but is not limited to, disabled pupils and those with SEND; pupils from different racial, ethnic, cultural or faith backgrounds; pupils who are looked after or previously looked after; young carers; refugees, asylum seekers and pupils from Gypsy, Roma or Traveller communities; pupils with medical or mental-health needs; pupils experiencing socioeconomic disadvantage; and pupils whose family circumstances place them under additional pressure. Inclusion within one of these groups will not lead the school to make assumptions about an individual's needs.

Where permitted by law and supported by evidence, the school may take proportionate positive action to reduce disadvantage, meet particular needs or increase participation. Positive action will not involve unlawful positive discrimination.

Pupils will be encouraged to express their views about equality, inclusion and school life through the School Council, pupil voice activities and other accessible means. Their views will be considered in a way that reflects their age, understanding and communication needs.

The school will consider equality implications when developing and reviewing policies, practices and significant decisions. It will use relevant and proportionate evidence, consultation and equality analysis to identify potential disadvantage and inform improvements.

The school will publish information demonstrating its compliance with the Public Sector Equality Duty annually and will prepare and publish one or more specific and measurable equality objectives at least every four years. Progress towards these objectives will be monitored and reported to the governing body.

Aims

This policy aims to:

- promote equality of opportunity, value diversity and maintain an inclusive culture for pupils, staff and everyone connected with the school;
- eliminate unlawful discrimination, harassment, sexual harassment, victimisation and other prohibited conduct;
- advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and those who do not;
- ensure that all pupils can access, participate in and benefit from the curriculum and wider life of the school;
- identify and reduce barriers experienced by disabled pupils and adults, including by making anticipatory reasonable adjustments where required;
- maintain high expectations and support every pupil to achieve well through high-quality teaching, adaptive teaching and appropriate additional provision;
- ensure that equality, diversity, respect and the challenging of prejudice are reflected throughout the curriculum and wider school experience;
- build respectful and trusting relationships with pupils, parents, carers, staff and the wider community;
- promote fair and inclusive recruitment, employment, training and progression practices;
- identify and address unjustified disparities in attainment, progress, attendance, behaviour, participation, exclusions and other relevant outcomes;
- listen to and consider the views of pupils, families, staff and other stakeholders when reviewing equality practice and setting priorities; and
- work with the governing body, local authority, other schools and relevant agencies to share effective practice and continually improve the school's approach to equality and inclusion.

Roles and responsibilities

Equality is the responsibility of the whole school community. Specific responsibilities are set out below.

Governing body

The governing body will:

- ensure that the school complies with the Equality Act 2010, the Public Sector Equality Duty and other applicable legal requirements;
- approve this policy and monitor its implementation;
- ensure that equality considerations inform strategic decision-making, school improvement and the allocation of resources;

- approve and publish one or more specific and measurable equality objectives at least every four years;
- receive an annual report on the school's equality information and progress towards its equality objectives;
- ensure that the school maintains and implements a statutory Accessibility Plan covering access to the curriculum, the physical environment and information;
- monitor relevant information concerning attainment, progress, attendance, behaviour, exclusions, participation, complaints and prejudice-related incidents;
- seek assurance that disparities are identified, investigated and addressed appropriately;
- monitor the school's arrangements for pupils and adults with disabilities, including anticipatory reasonable adjustments;
- oversee the school's responsibilities as an employer, including fair recruitment and employment practices and the prevention of harassment and sexual harassment;
- ensure that governors receive suitable equality training and updates; and
- provide appropriate challenge, support and resources to enable the policy and equality objectives to be implemented effectively.

Headteacher

The headteacher has overall responsibility for implementing this policy and will:

- provide leadership in relation to equality, diversity and inclusion;
- promote a culture in which pupils, staff and other members of the school community are treated with dignity and respect;
- ensure that the policy is communicated to staff and that staff receive appropriate information, guidance and training;
- ensure that equality considerations are reflected in school improvement planning, curriculum planning, policies and significant decisions;
- ensure that the curriculum is broad, balanced, inclusive and supported by adaptive teaching and reasonable adjustments;
- maintain high expectations for all pupils and ensure that barriers to learning, participation and achievement are identified and addressed;
- consider barriers connected with cost, timing, location, accessibility, confidence, communication, family circumstances and other relevant factors;
- ensure that pupils from different backgrounds and groups feel that they belong, are represented and are valued;
- oversee the monitoring of relevant pupil and workforce information;
- report relevant equality information, progress and concerns to the governing body;
- ensure that discriminatory, prejudicial and bullying incidents are recorded, addressed and reviewed in accordance with the school's safeguarding, behaviour, anti-bullying, complaints and staff procedures;
- ensure that patterns and recurring concerns are identified and inform appropriate action;
- ensure that the school's Accessibility Plan and equality objectives are implemented and reviewed;
- ensure that the school takes all reasonable steps to prevent sexual harassment of employees and responds appropriately to harassment by employees or third parties;
- seek appropriate advice from the local authority and other agencies where required; and
- ensure that equality information is published annually and equality objectives are published and reviewed at least every four years.

School staff

All school staff will:

- comply with this policy, the Staff Code of Conduct and related safeguarding, behaviour and employment procedures;
- act as positive role models and treat pupils, colleagues, families and visitors with dignity and respect;
- maintain high expectations for all pupils and avoid making assumptions based on protected characteristics, background or circumstances;
- use adaptive teaching, reasonable adjustments and appropriate resources to support access, participation and achievement;
- promote equality, diversity, inclusion and respectful relationships through teaching and the wider life of the school;
- select resources and examples that reflect diversity appropriately and avoid stereotyping or derogatory representation;
- challenge discriminatory, prejudicial or inappropriate language and behaviour safely and proportionately;
- take reports of discrimination, harassment, sexual harassment, victimisation and bullying seriously;
- record and report concerns through the school's agreed safeguarding, behaviour, complaints or employment systems;
- avoid promising confidentiality where a concern may need to be shared to protect a child or adult;
- listen to pupils' views and make reasonable adjustments to enable pupils with SEND or communication needs to express concerns;
- participate in relevant training and professional development;
- maintain appropriate confidentiality; and
- raise concerns where a policy, practice or decision may create an unjustified barrier or disadvantage.

Staff are not expected to investigate safeguarding allegations or serious discriminatory incidents independently. These will be referred to the appropriate senior leader, Designated Safeguarding Lead or managed under the relevant employment procedure.

Pupils

Pupils will be supported, in ways appropriate to their age and understanding, to:

- treat others with kindness, dignity and respect;
- understand and value difference;
- follow the school's Behaviour Policy and Anti-Bullying Policy;
- avoid discriminatory, prejudicial, abusive or harassing language and behaviour;
- recognise that apparently humorous comments or "banter" may cause harm and may be unacceptable;
- tell a trusted adult if they experience or witness bullying, discrimination, harassment or other concerning behaviour;
- contribute their views about equality, belonging and inclusion through pupil voice, the School Council, surveys and other accessible opportunities;
- respect any reasonable adjustments or additional support provided to others; and

- help create a school community in which everyone feels safe, valued and able to participate.

Pupils will be encouraged to challenge prejudice safely where they feel able to do so, but they will not be expected to intervene directly in a situation that could place them or another person at risk.

Parents and carers

Parents and carers are encouraged to:

- support the school's commitment to equality, inclusion and respectful behaviour;
- treat pupils, staff and other members of the school community with dignity and respect;
- provide relevant information that may help the school understand and meet their child's needs;
- raise concerns promptly through the appropriate school procedure;
- support their child in understanding and respecting difference; and
- contribute to consultation, surveys and policy review where invited.

Discriminatory, abusive or harassing conduct by a parent, carer, visitor or other third party will be addressed in accordance with the Parent Code of Conduct, complaints procedures, safeguarding arrangements and, where appropriate, employment and site-security procedures.

Recruitment and employment

Wolsey House Primary School is an equal opportunities employer. Recruitment, selection, appointment, training, development, promotion and other employment decisions will be fair, transparent and based on objective criteria relevant to the role.

Applications are welcomed from appropriately qualified people regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

The school will:

- follow its Safer Recruitment Policy and applicable employment and safeguarding requirements;
- use clear job descriptions and person specifications;
- make reasonable adjustments for disabled applicants and employees;
- avoid making assumptions based on protected characteristics, family circumstances or caring responsibilities;
- ask pre-employment health questions only where permitted by law;
- monitor recruitment and employment practices where appropriate and proportionate;
- provide fair access to training, professional development and progression; and
- take all reasonable steps to prevent sexual harassment of employees, including harassment involving third parties.

Positive action may be considered where it is lawful, evidence-based and proportionate. The school will not use unlawful positive discrimination.

Raising concerns and complaints

Concerns about discrimination, harassment, sexual harassment, victimisation, bullying or unequal treatment will be taken seriously and addressed promptly, sensitively and fairly.

The procedure followed will depend on the nature of the concern and the person raising it:

- concerns raised by pupils will be addressed through the school's safeguarding, behaviour, anti-bullying or complaints arrangements, as appropriate;
- complaints raised by parents, carers or members of the public will be considered under the school's Complaints Policy or another relevant procedure;
- concerns raised by employees about their own treatment will normally be considered under the school's grievance, dignity at work or employment procedures;
- concerns about the conduct of an employee may be addressed through safeguarding, low-level concerns, allegations-management or disciplinary procedures, as appropriate; and
- whistleblowing concerns will be considered under the school's Whistleblowing Policy.

Where a concern relates to possible harm to a child, it will be referred immediately to the Designated Safeguarding Lead or managed through the appropriate allegations procedure.

The school will:

- provide accessible ways for concerns to be raised;
- make reasonable adjustments for disabled people and people with communication needs;
- ensure concerns are recorded and referred to the appropriate person;
- protect confidentiality as far as possible, while explaining that information may need to be shared to investigate a concern or protect another person;
- ensure that no one is subjected to victimisation because they have raised a concern, supported a complaint or participated in an investigation;
- apply any formal sanction only following an appropriate and fair process; and
- monitor complaints and incidents for recurring themes, patterns and areas requiring further action.

Communicating this policy

The school will make this policy and its equality objectives available through the school website and in alternative formats on request.

Awareness will also be promoted through appropriate:

- staff and governor induction;
- staff meetings, briefings and professional development;
- pupil learning, assemblies and age-appropriate discussion;
- the Staff Handbook and other relevant policies;
- communication with parents and carers;
- pupil, staff and parent consultation;
- Headteacher reports to governing body; and
- school newsletters, Weduc and other established communication systems where relevant.

Security-sensitive, confidential or personal information will not be included in published equality information.

Training and professional development

Staff and governors will receive information and training appropriate to their roles and responsibilities. This may include:

- the Equality Act 2010 and Public Sector Equality Duty;
- protected characteristics and different forms of discrimination;
- unconscious assumptions, prejudice and stereotyping;

- inclusive language and respectful professional conduct;
- safeguarding and child-on-child abuse;
- preventing and responding to bullying, harassment, sexual harassment and prejudice-related incidents;
- disability, anticipatory reasonable adjustments and accessibility;
- SEND, adaptive teaching and inclusive curriculum practice;
- Relationships Education and Relationships and Sex Education;
- fair recruitment, employment and progression practices;
- accessible communication and engagement; and
- recording, reporting and responding to equality concerns.

New staff will be introduced to this policy during induction. Refresher or additional training will be provided in response to changes in legislation or guidance, identified school needs, incidents, monitoring findings or changes in responsibility.

Access to training, professional development and opportunities for progression will be fair and inclusive. Reasonable adjustments will be made where required.

Equality analysis

The school will have due regard to equality considerations when developing, reviewing or making significant changes to policies, practices and decisions.

Equality analysis will be proportionate to the nature and potential impact of the proposal. It may include consideration of:

- which pupils, employees, families or other people may be affected;
- whether any group may experience particular disadvantage or barriers;
- whether the proposal could result in direct or indirect discrimination, harassment or victimisation;
- whether reasonable adjustments are required;
- whether there are opportunities to advance equality of opportunity or foster good relations;
- relevant school information, research, consultation and stakeholder views;
- possible mitigating actions or alternative approaches; and
- how the impact will be monitored after implementation.

The analysis and resulting decisions will be recorded where appropriate. If a possible adverse impact is identified, the school will consider whether the proposal should be amended, whether further information or consultation is required, and whether any difference in treatment is lawful, necessary and objectively justified.

Equality analysis is an ongoing process and policies may be reviewed before their scheduled review date where monitoring, consultation, complaints, incidents or new information identify an unintended impact.

Equality objectives 2026 to 2030

Wolsey House Primary School has set the following equality objectives for the period October 2026 to July 2030.

The objectives have been selected in response to school information, monitoring, consultation and identified priorities. Progress will be reviewed at least annually and reported to the governing body. A summary of progress will be included within the school's annually published equality information.

Information will be analysed proportionately and presented in a way that does not identify individual pupils or employees, particularly where groups are small.

Objective 1: Improve access, participation and outcomes for pupils with SEND

Objective

By July 2030, improve access to the full curriculum and wider school life for pupils with SEND and reduce unjustified differences between their progress and that of pupils without identified SEND.

Baseline

The baseline will be established using 2025–2026 information concerning:

- attainment and progress across subjects;
- attendance and persistent absence;
- participation in trips, clubs, enrichment and wider school activities;
- behaviour, removal and suspension information;
- pupil and parent views;
- provision reviews and SEND support-plan outcomes; and
- curriculum, planning, work and learning-environment reviews.

Lead responsibility

SENDCO, supported by the Headteacher, curriculum leaders and class teachers.

Actions

The school will:

- provide regular, high-quality professional development for teachers and teaching assistants concerning SEND, adaptive teaching and reasonable adjustments;
- ensure that staff understand pupils' individual strengths, needs, communication profiles and support arrangements;
- use the graduated approach to assess, plan, deliver and review support;
- ensure that curriculum planning identifies and reduces barriers without unnecessarily limiting ambition;
- review the accessibility and impact of resources, teaching approaches, assessment and the learning environment;
- monitor pupils' access to subjects, trips, clubs and enrichment opportunities;
- seek the views of pupils with SEND and their parents or carers;
- use current evidence and appropriate specialist advice to improve provision; and
- respond promptly where information identifies persistent underachievement, reduced participation or another disadvantage.

Success measures

By July 2030:

- staff training records demonstrate that relevant teachers and teaching assistants have received appropriate SEND and adaptive-teaching development;
- curriculum and provision reviews demonstrate consistently effective adaptations and reasonable adjustments;
- pupils with SEND have equitable access to the curriculum, trips, clubs and enrichment;

- pupil and parent feedback demonstrates improved confidence in accessibility and support;
- progress from the 2025–2026 baseline is evident across the agreed measures;
- any identified gaps in attainment, progress, attendance or participation have narrowed from the 2025-2026 baseline; and
- no persistent pattern of disadvantage remains without a documented analysis and improvement response.

Review and reporting

Progress will be reviewed termly by the SENDCO and senior leaders and reported to the governing body at least annually.

Objective 2: Strengthen pupils' understanding of equality, diversity and respectful relationships

Objective

By July 2030, ensure that pupils develop an age-appropriate and progressive understanding of equality, diversity, protected characteristics, respectful relationships and the harmful effects of prejudice and discrimination.

Pupils will not necessarily be expected to memorise a legal list of protected characteristics. Learning will be developmentally appropriate and consistent with current statutory Relationships Education, Relationships and Sex Education and Health Education guidance.

Baseline

During the 2026–2027 academic year, the school will establish a baseline through:

- an audit of PSHE, Relationships Education, RSE, Health Education and RE;
- a review of provision across other curriculum subjects;
- an audit of books, displays, assemblies, trips, visitors and enrichment;
- age-appropriate pupil voice;
- staff confidence and training information; and
- analysis of bullying and prejudice-related incidents.

Lead responsibility

PSHE/RSHE Lead, supported by the RE Lead, curriculum leaders, Designated Safeguarding Lead and Headteacher.

Actions

The school will:

- map age-appropriate equality, diversity and respectful-relationship learning across the curriculum;
- ensure progression between year groups and avoid unnecessary repetition or gaps;
- implement the statutory RSHE guidance applying from September 2026;
- review books, examples, visual resources and displays to ensure that diversity is represented appropriately and stereotypes are challenged;
- provide structured opportunities for pupils to ask questions, discuss differing views and learn how to disagree respectfully;
- ensure trips, visitors, assemblies and enrichment complement curriculum learning;
- train and support staff to teach sensitive matters confidently and appropriately;

- provide reasonable adjustments and accessible resources for pupils with SEND; and
- use pupil voice and incident monitoring to identify where further teaching or support is required.

Success measures

By July 2030:

- every year group follows a documented, progressive programme appropriate to pupils' age and development;
- curriculum audits show that equality and diversity are meaningfully represented across subjects and are not confined to isolated events;
- sampled pupils can explain, at an age-appropriate level, the importance of fairness, respect and challenging prejudice;
- pupils know how and where to report bullying, discrimination or harassment;
- staff feedback demonstrates increased confidence in teaching equality-related content;
- resources and enrichment have been reviewed against agreed inclusion criteria; and
- incident analysis demonstrates that recurring themes are identified and addressed through curriculum, pastoral or behaviour action.

Review and reporting

The curriculum will be reviewed annually by the PSHE/RSHE Lead and relevant curriculum leaders. Findings will be reported to senior leaders and the governing body.

Objective 3: Improve equitable parental and carer engagement

Objective

By July 2030, reduce identified barriers to communication, consultation and participation so that parents and carers from different backgrounds and circumstances can engage meaningfully with their child's education and school life.

Baseline

During 2026–2027, the school will establish a baseline using:

- participation in parent consultations, workshops, surveys and school events;
- use of Weduc and other communication systems;
- requests for translated, accessible or alternative-format information;
- parent and carer feedback;
- complaints and communication concerns; and
- information about barriers reported by families.

Information will only be analysed by group where this is lawful, proportionate and unlikely to identify individual families.

Lead responsibility

Headteacher or designated senior leader, supported by the pastoral team, SENDCO and office team.

Actions

The school will:

- consult parents and carers about barriers to communication and participation;
- provide a reasonable range of appointment times, communication methods and remote or alternative arrangements where practicable;
- make reasonable adjustments for disabled parents and carers;
- provide translated, interpreted, Easy Read or alternative-format information where reasonably required;
- ensure that school systems hold accurate details for parents recognised under education law;
- communicate with resident and non-resident parents in accordance with education law, parental responsibility, court orders, safeguarding advice and data-protection requirements;
- avoid maintaining an informal standalone list of separated families where information should be recorded securely within the school's management system;
- consider significant religious observances when scheduling major events, while recognising that it may not be possible to avoid every significant date;
- offer alternative access to important information where a parent or carer cannot attend an event;
- ensure that social media is not the sole method of communicating essential information; and
- review whether any groups remain under-represented and take appropriate action.

Success measures

By July 2030:

- participation by groups identified as under-represented has increased from the baseline;
- the difference in engagement between identified groups and the whole-school rate has reduced;
- parents and carers report improved access to school information and opportunities to contribute;
- requests for reasonable adjustments and accessible information are recorded and addressed appropriately;
- audits demonstrate that parent and carer contact information is reviewed regularly;
- communication concerns involving separated parents are managed in accordance with current guidance; and
- essential information can be accessed through more than one appropriate communication method.

Review and reporting

Engagement information and parent feedback will be reviewed annually by senior leaders. Progress and identified next steps will be reported to the governing body.

Monitoring and review

The Headteacher will coordinate implementation and monitoring of this policy.

Progress towards the school's equality objectives will be reviewed at least annually using relevant quantitative and qualitative information. Findings, actions and recommendations will be reported to the governing body.

The school will publish updated information demonstrating its compliance with the Public Sector Equality Duty annually. Equality objectives will be reviewed and republished at least every four years and sooner where:

- an objective has been achieved;
- monitoring identifies a new or changing priority;
- evidence indicates that an objective or action is ineffective;
- significant changes occur within the school community;
- consultation identifies an additional barrier or disadvantage; or
- legislation or statutory guidance changes.

The policy itself will be reviewed annually or sooner where necessary. Reviews will consider the effectiveness of the policy, progress towards the equality objectives, stakeholder feedback, relevant incidents or complaints and any amendments required.

Linked policies and documents

This policy should be read alongside the school's:

- Accessibility Policy and Accessibility Plan;
- Admissions arrangements;
- Anti-Bullying Policy;
- Behaviour Policy;
- Child-on-Child Abuse Policy;
- Complaints Policy;
- Curriculum and Teaching and Learning policies;
- Data Protection Policy and Privacy Notices;
- Ethos Policy;
- Parent Code of Conduct;
- Relationships Education and Relationships and Sex Education Policy;
- Safer Recruitment Policy;
- Safeguarding and Child Protection Policy;
- SEND Policy and SEND Information Report;
- Staff Code of Conduct;
- Supporting Pupils with Medical Conditions Policy; and
- Whistleblowing, grievance and disciplinary procedures.

Legislation and guidance

This policy has been prepared with regard to relevant legislation and statutory guidance, including:

- the Equality Act 2010;
- the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017;
- the Human Rights Act 1998;
- the Children Act 1989;
- the Education Act 1996;
- the School Standards and Framework Act 1998;
- section 175 of the Education Act 2002;
- the Children and Families Act 2014;
- the Worker Protection (Amendment of Equality Act 2010) Act 2023;
- the Employment Rights Act 2025;

- the School Admissions Code;
- the School Admission Appeals Code;
- DfE, Equality Act 2010: advice for schools;
- Equality and Human Rights Commission, Technical Guidance for Schools in England;
- government guidance on the Public Sector Equality Duty;
- the SEND Code of Practice: 0 to 25 years;
- Keeping Children Safe in Education 2026;
- statutory guidance on Relationships Education, Relationships and Sex Education and Health Education; and
- DfE guidance on understanding and dealing with issues relating to parental responsibility.

The school will review this list and its practices when relevant legislation or guidance changes.