

Cotgrave Candleby Lane Equality Statement



September 2026

Next Review Date: September 2029

Equality Statement

Legal Duties

Preventing prejudice is central to Candleby Lane Primary School's ethos, values and curriculum. We believe that promoting kindness, respect, inclusion and understanding from an early age helps create a school community where everyone feels safe, valued, respected and able to thrive.

We welcome and fully embrace our duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED). In fulfilling these duties, we will:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We understand the principles of the Equality Act 2010 and are committed to ensuring that no individual experiences discrimination because of a protected characteristic. We recognise that promoting equality is not simply about compliance with legislation; it is fundamental to creating an inclusive learning environment where every individual can thrive, achieve their full potential and develop a strong sense of belonging.

Protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Race (including colour, nationality and ethnic or national origin)
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership (in relation to employment)

The School's Commitment

We recognise that our duties under the Equality Act 2010 are closely aligned with wider human rights principles, including the United Nations Convention on the Rights of the Child (UNCRC), the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Human Rights Act 1998. We are committed to creating a culture where everyone feels welcomed, respected, included and able to achieve their full potential.

To meet our general duties under the Equality Act 2010, we will fulfil the specific duties placed upon schools by:

- Publishing Equality Information that demonstrates how we comply with the Public Sector Equality Duty across all areas of school life, ensuring that no published information identifies individual pupils or members of staff.
- Publishing measurable Equality Objectives at least every four years and reviewing progress against these objectives annually.
- Consulting pupils, parents and carers, staff, governors and, where appropriate, the wider community when developing and reviewing our Equality Objectives.

To ensure our objectives are evidence-based, we will collect, monitor and analyse relevant information relating to the protected characteristics where appropriate and lawful to do so. This information helps us identify any patterns, trends or barriers experienced by different groups so that appropriate action can be taken to improve outcomes and promote equality of opportunity.

We will regularly review information relating to:

- Admissions
- Attendance
- Attainment and progress
- Behaviour and exclusions
- Prejudice-related incidents
- Curriculum provision
- Participation in wider school life
- SEND identification and provision
- Pupil wellbeing
- Staff recruitment, retention and professional development
- Complaints and compliments

Where evidence identifies inequalities or barriers in other aspects of school life, these will also be considered when setting priorities and Equality Objectives.

We recognise that promoting equality is central to preparing pupils for life in modern Britain and complements the promotion of fundamental British Values, particularly mutual respect, individual liberty, democracy, the rule of law and tolerance of those with different faiths and beliefs.

Through our curriculum, assemblies, wider enrichment opportunities and everyday interactions, we actively promote respect for diversity and celebrate the richness of our school community. We are committed to challenging prejudice, discrimination and stereotypes wherever they occur.

This work is supported through our statutory Relationships Education, Relationships and Sex Education (where applicable), Health Education and Personal, Social, Health and Economic (PSHE) curriculum, alongside our Healthy Bodies, Healthy Minds (HBHM) programme and learning across all curriculum subjects. Through these opportunities, pupils develop an understanding of equality, diversity, respect, inclusion and healthy relationships, preparing them to become respectful, responsible and active members of society.

We will regularly review our curriculum, teaching resources, books, displays, online materials and assessment practices to ensure they reflect and celebrate diversity, promote inclusion and provide positive representation for all pupils. We will monitor outcomes across a range of measures and take appropriate action where any inequalities or barriers are identified.

In fulfilling our duties, Candleby Lane Primary School will:

- Recognise, value and celebrate diversity.
- Promote dignity, respect and inclusion for all.
- Foster positive relationships and a shared sense of belonging.
- Maintain high expectations for every pupil.
- Make reasonable adjustments to ensure disabled pupils, staff and visitors can participate fully in school life.
- Identify, reduce and remove barriers to learning, participation and achievement.
- Promote fair and inclusive recruitment, retention and professional development practices for staff.
- Consult and work collaboratively with pupils, parents, carers, staff, governors and the wider community.
- Regularly monitor, review and evaluate our equality practice to ensure continuous improvement.

Accessibility and Reasonable Adjustments

At Candleby Lane Primary School, we are committed to ensuring that disabled pupils, staff, parents, carers and visitors can participate fully in school life and are not placed at a substantial disadvantage compared with others.

Under the Equality Act 2010, the school has a duty to make reasonable adjustments where required. We recognise that equality does not always mean treating everyone the same; it means removing barriers and providing appropriate support so that everyone has the opportunity to achieve, participate and thrive.

Reasonable adjustments may include changes to:

- School policies, procedures and practices.
- The physical environment.
- Teaching approaches and curriculum delivery.
- Communication methods and access to information.
- The use of additional resources, equipment or support.

When considering reasonable adjustments, the school will take into account the individual needs of pupils and work collaboratively with pupils, parents/carers, staff and relevant professionals.

The school's Accessibility Plan sets out how we will:

- Increase access to the curriculum for disabled pupils.
- Improve access to the physical environment.

- Improve the availability of accessible information.

The Accessibility Plan should be read alongside this policy and is reviewed regularly to ensure that the school continues to identify and remove barriers to participation, learning and achievement.

Roles and Responsibilities

At Candleby Lane Primary School, we believe that promoting equality, diversity and inclusion is the responsibility of everyone within our school community. All members of our community have a role to play in ensuring that our school is a welcoming, respectful and inclusive environment where everyone is valued and treated fairly.

Governing Body

The Governing Body will:

- Ensure that the school complies with its legal duties under the Equality Act 2010 and the Public Sector Equality Duty.
- Ensure that Equality Information and Equality Objectives are published and reviewed appropriately.
- Work with leaders to identify and address barriers to equality, inclusion and achievement.
- Monitor progress towards achieving the school's Equality Objectives.
- Ensure that equality considerations are embedded within school policies, strategic planning and decision-making.
- Hold leaders to account for promoting equality of opportunity and tackling discrimination, harassment, victimisation and prejudice-related incidents.
- Ensure that governors receive appropriate training to understand their responsibilities regarding equality and inclusion.

Headteacher

The Headteacher has overall responsibility for ensuring that equality, diversity and inclusion are embedded throughout school practice.

The Headteacher will:

- Promote a clear commitment to equality, diversity and inclusion among staff, pupils, parents/carers and the wider school community.
- Ensure that the school meets its legal responsibilities under the Equality Act 2010.
- Ensure that Equality Objectives are developed, implemented and reviewed.
- Ensure that staff receive appropriate training, guidance and resources to support inclusive practice.
- Ensure that all members of the school community understand their responsibilities in preventing discrimination and promoting respect.
- Ensure that prejudice-related incidents, discriminatory behaviour and incidents of hate are recorded, reported, investigated and responded to appropriately.

- Ensure that reasonable adjustments are made to support disabled pupils, staff and visitors.
- Promote a curriculum and wider school experience that celebrates diversity and challenges stereotypes.

Senior Leadership Team

The Senior Leadership Team will support the Headteacher by:

- Promoting equality and inclusion across all areas of school life.
- Ensuring that policies, procedures and practices reflect the school's commitment to equality.
- Monitoring pupil outcomes, attendance, behaviour, participation and wellbeing to identify and address inequalities.
- Ensuring that staff understand their responsibilities for recording, reporting and responding to prejudice-related incidents.
- Supporting staff to develop inclusive teaching approaches that remove barriers to learning.
- Ensuring that all pupils have fair access to opportunities, enrichment activities and support.

Equality Lead / Inclusion Lead (where applicable)

The Equality Lead will:

- Support the implementation and monitoring of the Equality Policy.
- Support leaders in reviewing equality information and identifying areas for improvement.
- Coordinate actions linked to Equality Objectives.
- Promote inclusive practice and support staff in removing barriers for pupils.
- Work alongside the SEND team and pastoral staff to ensure vulnerable groups are supported.
- Monitor trends relating to protected characteristics and contribute to improvement planning.

Staff

All staff, including teachers, teaching assistants, support staff and leaders, share responsibility for promoting equality, diversity and inclusion. Every member of staff plays a vital role in creating a safe, welcoming and inclusive environment where all pupils can thrive.

Staff will:

- Promote equality, respect, inclusion and a sense of belonging through their everyday interactions with pupils, colleagues, parents and the wider school community.
- Deliver and support an inclusive curriculum that celebrates diversity, challenges stereotypes and reflects the experiences of modern Britain.
- Ensure that teaching, learning, resources and classroom environments are accessible, inclusive and meet the needs of all pupils.
- Make reasonable adjustments where required to remove barriers to learning and participation.

- Maintain high expectations for every pupil, enabling all children to achieve their full potential.
- Challenge discrimination, prejudice, bullying, harassment and the use of discriminatory language, responding promptly and appropriately.
- Record, report and respond to prejudice-related incidents, safeguarding concerns and discriminatory behaviour in line with school procedures.
- Model positive relationships, respectful communication and inclusive attitudes at all times.
- Work collaboratively with colleagues, families and external agencies to promote the best possible outcomes for all pupils.

In addition, all staff are expected to embody Candleby Lane's professional values by being:

- **Unique** – demonstrating **care, trust, aspiration and humility** in all relationships and interactions.
- **Exceptional** – showing **commitment, curiosity, a desire for feedback and a commitment to continuous improvement** in order to provide the highest quality education and support for pupils.
- **Sustainable** – promoting **enablement, resilience, responsibility and a solution-focused mindset**, supporting one another and working collaboratively to overcome challenges and remove barriers to inclusion.

Through these values, staff create a culture where kindness, inclusion and respect are embedded in everyday practice and where every member of the school community feels valued, supported and empowered to succeed.

Volunteers, Visitors and Contractors

All volunteers, visitors and contractors are expected to:

- Support the school's commitment to equality, diversity and inclusion.
- Treat all members of the school community with dignity, kindness and respect.
- Follow the school's policies and procedures relating to equality, safeguarding, behaviour and professional conduct.
- Challenge or report any discriminatory behaviour, prejudice or harassment they witness.
- Contribute positively to maintaining a safe, welcoming and inclusive school environment.

Parents and Carers

We value the important role that parents and carers play in helping us create a welcoming, inclusive and respectful school community. We encourage parents and carers to:

- Support the school's commitment to equality, diversity and inclusion.
- Promote the school's ethos of **Kindness is Key** by encouraging respectful, caring and inclusive attitudes at home and within the wider community.
- Work in partnership with the school to identify and remove barriers that may affect their child's participation, wellbeing or achievement.
- Encourage their child to value and celebrate diversity, showing respect for people from all backgrounds, cultures, beliefs and experiences.
- Share any concerns or information that may help the school promote equality of opportunity and support pupils effectively.
- Raise concerns about discrimination, prejudice or unfair treatment promptly and appropriately, working collaboratively with the school to achieve positive outcomes.

- Support the school's values and behaviour expectations, helping children to become respectful, responsible and active members of the school community.

Pupils

Pupils are expected to play an active role in creating a welcoming, inclusive and respectful school community. They will:

- Treat others with **kindness, respect and dignity**, recognising that **Kindness is Key** and is demonstrated through everyday words, actions and relationships across the school.
- Celebrate and value the differences that make every individual unique and show respect for people from all backgrounds, cultures, beliefs and experiences.
- Live out the school's values by:
 - Being **Unique** through showing **aspiration, kindness and effective communication**.
 - Being **Exceptional** through demonstrating **confidence, pride and curiosity** in their learning and interactions with others.
 - Being **Sustainable** through taking **responsibility, showing resilience and developing problem-solving skills** that contribute positively to the school community.
- Follow the school's Behaviour Policy and uphold its commitment to equality, diversity and inclusion.
- Challenge or report prejudice, discrimination, bullying or inappropriate language or behaviour by speaking to a trusted adult.
- Understand that everyone has the right to feel safe, included, respected and valued, regardless of their background or protected characteristics.
- Help create a school where everyone feels a strong sense of belonging and is supported to achieve their full potential.

Wider Community

We value the positive contribution that the wider community makes to school life and encourage all members of our community to support our commitment to equality, diversity and inclusion.

Members of the wider community are encouraged to:

- Promote the school's ethos of **Kindness is Key** by treating all members of the school community with dignity, respect and kindness.
- Support the school's commitment to equality, diversity and inclusion.
- Work in partnership with the school to promote understanding, respect and positive relationships.
- Celebrate diversity and challenge prejudice, discrimination and stereotypes whenever they arise.
- Help identify and remove barriers that may affect members of the school community.

- Contribute positively to creating a safe, welcoming and inclusive environment where everyone feels valued, respected and has a sense of belonging.

Communication of Equality Information

We will ensure that the whole school community is aware of our commitment to equality, diversity and inclusion. This policy, Equality Information and Equality Objectives will be made available through the school website and communicated to staff, governors, pupils, parents and carers as appropriate.

Preventing and Responding to Prejudice-Related Incidents

Definition

Candleby Lane Primary School is committed to creating an inclusive environment where everyone is treated with dignity, respect and fairness. We do not tolerate prejudice, discrimination, harassment or victimisation in any form.

Preventing Prejudice

Preventing prejudice is central to Candleby Lane Primary School's ethos, values and curriculum. We believe that promoting kindness, respect, inclusion and understanding from an early age helps create a school community where everyone feels safe, valued, respected and able to thrive.

We promote equality, diversity and respect through:

- Our **Healthy Bodies, Healthy Minds (HBHM)** programme, which develops pupils' emotional wellbeing, resilience, healthy relationships, empathy, respect, inclusion and responsible citizenship.
- Our statutory Relationships Education, Relationships and Sex Education (where applicable), Health Education and PSHE curriculum.
- A broad and balanced curriculum that reflects, celebrates and values the diversity of modern Britain and the wider world.
- Assemblies, themed events, awareness days and enrichment opportunities that promote understanding, equality and respect.
- Positive role models, inclusive teaching resources and representative literature that challenge stereotypes, celebrate diversity and promote positive representation.
- Opportunities for pupils to explore different cultures, beliefs, identities and experiences in an age-appropriate way.
- Embedding our ethos that Kindness is Key through everyday interactions, positive relationships and all aspects of school life. Clear expectations for respectful language, behaviour and positive relationships.
- High-quality staff training and ongoing professional development to ensure equality and inclusion remain at the heart of our practice.
- Promoting Fundamental British Values alongside our school values of **Unique, Exceptional and Sustainable**, enabling pupils to become respectful, responsible and active members of society.

We regularly review our curriculum, resources, displays and the wider school environment to ensure they promote inclusion, challenge stereotypes and ensure that all pupils and members of our school community see themselves positively represented and experience a strong sense of belonging.

Our Commitment

We actively promote equality, diversity and inclusion through every aspect of school life. We encourage open and respectful discussions about difference, celebrate diversity and challenge stereotypes wherever they occur.

We recognise that prejudice-related bullying is a form of child-on-child abuse and therefore a safeguarding concern, as outlined in *Keeping Children Safe in Education (2026)*. Any incident that raises safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy.

We are committed to ensuring that every member of our school community—including pupils, staff, governors, volunteers, parents, carers and visitors—feels safe, respected and valued.

Preventing Prejudice

Preventing prejudice is central to Candleby Lane Primary School's ethos, values and curriculum. We believe that fostering kindness, respect and understanding from an early age helps create a school community where everyone feels safe, valued and included.

We promote equality, diversity and respect through:

- Our statutory Relationships Education, Relationships and Sex Education (where applicable), Health Education and PSHE curriculum.
- Our **Healthy Bodies, Healthy Minds (HBHM)** programme, which promotes emotional wellbeing, healthy relationships, respect, empathy, inclusion and positive citizenship.
- A broad and balanced curriculum that reflects, celebrates and values the diversity of modern Britain and the wider world.
- Assemblies, themed events, awareness days and enrichment opportunities that promote understanding, equality and respect.
- Positive role models, inclusive teaching resources and representative literature that challenge stereotypes and celebrate diversity.
- Opportunities for pupils to explore different cultures, beliefs, identities and experiences in an age-appropriate way.
- Embedding the school's ethos of **Kindness is Key** through everyday interactions, relationships and classroom practice.
- Clear expectations for respectful language, behaviour and positive relationships.
- High-quality staff training and ongoing professional development.
- Promoting Fundamental British Values alongside the school's values of **Unique, Exceptional and Sustainable**.

We regularly review our curriculum, resources, displays and wider school environment to ensure they promote inclusion, challenge stereotypes and ensure that all pupils and members of our school community see themselves positively represented and feel that they belong.

Responding to Incidents

All reports of prejudice-related behaviour will be taken seriously, investigated promptly and responded to fairly.

Where appropriate, the school will:

- Listen carefully to everyone involved.
- Provide appropriate support for those affected.
- Investigate incidents thoroughly.
- Record incidents in accordance with the school's recording procedures.
- Inform parents or carers where appropriate.
- Apply appropriate sanctions in line with the Behaviour Policy.
- Use restorative approaches, where appropriate and agreed by those involved.
- Provide education and support to address the attitudes or behaviours that led to the incident.
- Consider whether the incident constitutes a safeguarding concern and take appropriate action where necessary.
- Monitor for repeated incidents or emerging patterns.

Where behaviour may constitute a hate incident or hate crime, or where there are wider safeguarding concerns, the school will seek advice from external agencies, including the police, children's social care or other appropriate professionals where required.

Supporting Pupils

Our priority is to ensure that pupils affected by prejudice-related incidents feel safe, listened to and supported.

Support may include:

- Opportunities to talk with a trusted adult.
- Pastoral or emotional support.
- Restorative conversations where appropriate.
- Safety planning where required.
- Additional support from external agencies if needed.

Pupils responsible for prejudice-related behaviour will be supported to understand the impact of their actions, reflect on their behaviour and develop more respectful attitudes. Educational approaches will be used alongside appropriate consequences to promote lasting behaviour change.

Working with Parents and Carers

We believe that positive partnerships with parents and carers are essential in promoting equality and addressing prejudice.

Where appropriate, parents or carers will be informed of incidents involving their child and involved in planning appropriate support and next steps. We will work collaboratively to resolve concerns while respecting confidentiality and data protection requirements.

Any concerns raised by parents or carers will be responded to promptly and fairly. Where concerns cannot be resolved informally, parents and carers should follow the school's Complaints Policy.

Recording and Monitoring

The school records and monitors all prejudice-related incidents to identify patterns, evaluate the effectiveness of our response and inform future preventative work.

Information gathered helps the school to:

- Monitor trends.
- Evaluate the impact of interventions.
- Inform staff training.
- Review Equality Objectives.
- Improve policy and practice.
- Fulfil our duties under the Equality Act 2010.

Senior leaders and governors receive appropriate information to enable them to monitor the effectiveness of the school's equality and inclusion work.

Staff Responsibilities

All staff are responsible for promoting equality and challenging discrimination.

Staff will:

- Model respectful and inclusive behaviour.
- Challenge discriminatory language or behaviour immediately.
- Take all reports seriously.
- Record and report concerns in line with school procedures.
- Support pupils affected by prejudice-related incidents.
- Work collaboratively with families and external agencies where appropriate.
- Undertake relevant equality, safeguarding and behaviour training.

Failure to uphold the principles of this policy may be addressed through the school's Behaviour Policy, Staff Code of Conduct, Disciplinary Procedures or Complaints Policy, as appropriate.

Links with Other Policies

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy and SEND Information Report
- Accessibility Plan
- Relationships, Sex and Health Education (RSHE) Policy
- Online Safety Policy
- Staff Code of Conduct
- Complaints Policy
- Whistleblowing Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy

Monitoring and Review

The Governing Body and Headteacher are responsible for ensuring that this policy is implemented effectively and that the school's commitment to equality, diversity and inclusion is reflected in all aspects of school life.

The school will:

- Monitor the implementation and impact of this policy on an ongoing basis.
- Review Equality Information annually to ensure it accurately reflects the school's context.
- Review progress towards the school's Equality Objectives annually and publish updated progress where appropriate.
- Publish new Equality Objectives at least every four years, or sooner if significant changes occur within the school or legislative framework.
- Monitor prejudice-related incidents, pupil outcomes and other relevant information to identify trends and inform future action.
- Consult with pupils, staff, parents, governors and, where appropriate, the wider community when reviewing equality priorities.

This policy will be reviewed every three years, or earlier if there are significant changes to legislation, statutory guidance, local authority guidance or the needs of the school community.

Policy Information

Approved by: Governing Body

Responsible Officer: Headteacher

Next Review Date: *September 2029*

Key Legislation and Guidance

This policy has been developed with reference to the following legislation and guidance:

- Equality Act 2010
- Public Sector Equality Duty (PSED)
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Keeping Children Safe in Education (current edition)
- Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years
- Department for Education guidance relating to equality, inclusion and protected characteristics
- Local Authority guidance on preventing prejudice-related incidents and promoting equality

Appendix 1 – Equality Objectives

Equality Objectives 2025–2029

Candleby Lane Primary School is committed to promoting equality, diversity and inclusion for all members of our school community. Our Equality Objectives are based on analysis of school data, consultation with stakeholders and consideration of any barriers that may prevent individuals or groups from achieving their full potential.

Our objectives are reviewed annually to monitor progress and ensure they continue to reflect the needs of our school community.

Equality Objective 1

To ensure that all pupils, including those with protected characteristics and additional needs, have equal access to learning opportunities and achieve their full potential.

Why this is a priority:

We recognise that some pupils may experience barriers to learning due to disability, SEND, disadvantage or other factors linked to protected characteristics. We are committed to identifying and removing barriers so that all pupils can participate fully and achieve positive outcomes.

Actions:

- Monitor attainment, progress and participation data for different groups of pupils.
- Identify and address any gaps in outcomes between groups.
- Ensure reasonable adjustments are made where required.
- Continue to develop inclusive teaching approaches and Quality First Teaching.
- Ensure pupils with SEND receive appropriate support and adaptations.

- Work collaboratively with pupils, families and external professionals where additional support is required.

Success Measures:

- Improved outcomes and progress for identified groups.
- Pupils report feeling included, supported and able to access learning.
- Evidence of effective reasonable adjustments and inclusive practice across school.
- Reduced barriers to participation.

Equality Objective 2

To develop pupils' understanding and appreciation of diversity, equality and respect through the curriculum and wider school experiences.

Why this is a priority:

We want all pupils to develop respect for difference, challenge stereotypes and understand the diverse society in which they live.

Actions:

- Ensure the curriculum reflects and celebrates diversity.
- Audit books, resources, displays and learning materials to ensure positive representation.
- Provide opportunities for pupils to learn about different cultures, beliefs, identities and experiences.
- Use assemblies, PSHE, RSHE and wider enrichment opportunities to promote respect and inclusion.
- Challenge stereotypes, prejudice and discriminatory language.

Success Measures:

- Pupils demonstrate understanding of equality, diversity and respect.
- Curriculum resources reflect a range of experiences and identities.
- Increased confidence among pupils in discussing difference respectfully.
- Reduction in prejudice-related incidents.

Equality Objective 3

To ensure that all pupils feel safe, valued and included through effective identification and response to prejudice-related incidents.

Why this is a priority:

We recognise that prejudice-related incidents can negatively impact pupils' wellbeing, sense of belonging and educational experience. We are committed to preventing discrimination and responding effectively when incidents occur.

Actions:

- Ensure all staff understand how to recognise, record and respond to prejudice-related incidents.
- Monitor incidents and identify patterns or emerging concerns.
- Provide appropriate support for pupils affected by discrimination or prejudice.
- Use education, restorative approaches and appropriate consequences to address harmful behaviours.
- Work with families and external agencies where appropriate.

Success Measures:

- All incidents are recorded, monitored and responded to appropriately.
- Pupils know how to report concerns and identify trusted adults.
- Pupils feel safe and respected within school.
- Staff confidence in responding to prejudice-related incidents is maintained.

Equality Objective 4

To promote equality of opportunity and wellbeing for all members of the school community.

Why this is a priority:

We recognise that equality applies to pupils, staff, parents, carers, governors and visitors. Everyone should feel respected, valued and able to participate fully in school life.

Actions:

- Ensure policies and procedures consider equality implications.
- Provide staff training linked to equality, inclusion, safeguarding and wellbeing.
- Ensure communication with families is accessible and inclusive.
- Monitor participation in enrichment activities, leadership opportunities and wider school experiences.
- Continue to promote a culture of respect and belonging.

Success Measures:

- Stakeholders report feeling valued and included.
- Policies demonstrate consideration of equality impact.
- Staff demonstrate confidence in promoting inclusive practice.
- Participation gaps are identified and addressed.

Monitoring and Review

Progress against these Equality Objectives will be reviewed annually by the Headteacher and Governing Body.

The school will use a range of evidence to evaluate progress, including:

- Pupil voice.
- Parent and carer feedback.
- Staff feedback.
- Attendance information.
- Behaviour and prejudice-related incident records.
- Attainment and progress data.
- SEND and inclusion monitoring.
- Participation in wider school opportunities.

Updated Equality Objectives and progress reports will be published in line with statutory requirements.

Appendix 2 – Equality Information

Introduction

Candleby Lane Primary School is committed to meeting its duties under the Equality Act 2010 and the Public Sector Equality Duty. As part of these responsibilities, we collect, analyse and use relevant information to understand the experiences and outcomes of different groups within our school community.

The purpose of collecting and reviewing equality information is to:

- Identify any inequalities or barriers experienced by pupils, staff or families.
- Inform our Equality Objectives and school improvement priorities.
- Ensure that policies, procedures and practices promote equality of opportunity.
- Monitor the impact of actions taken to improve inclusion and outcomes.

We will ensure that any information published does not identify individual pupils, families or staff members and will comply with data protection requirements.

Information We Monitor

Pupil Characteristics

Where appropriate and lawful to do so, we monitor information relating to:

- Age.
- Disability and special educational needs.
- Race, ethnicity and nationality.
- Sex.
- Religion or belief.
- Gender reassignment.
- Sexual orientation (where relevant and appropriate to age and context).
- Pregnancy and maternity (where relevant).

Areas of School Life Reviewed

We consider equality information across key areas including:

Admissions

We monitor admissions information to ensure that our arrangements are fair, transparent and do not disadvantage any group.

Attendance

We review attendance patterns to identify whether any groups of pupils experience barriers to attending school regularly and access appropriate support where needed.

Attainment and Progress

We analyse pupil outcomes to identify any differences between groups and take action where gaps are identified.

This includes consideration of:

- Pupils with SEND.
- Disadvantaged pupils.
- Different vulnerable groups.
- Pupils with protected characteristics where information is available.

Behaviour and Exclusions

We monitor behaviour information to identify any patterns relating to particular groups and ensure responses are fair, consistent and inclusive.

Prejudice-Related Incidents

We record and monitor incidents relating to prejudice or discrimination, including racist, sexist, homophobic, biphobic, transphobic and disablist incidents.

Information gathered is used to:

- Identify trends.
- Inform staff training.
- Support pupils affected.
- Develop preventative approaches.

Curriculum and Participation

We review:

- Curriculum content.

- Resources and representation.
- Access to enrichment activities.
- Leadership opportunities.
- Wider school experiences.

We aim to ensure that all pupils can participate fully and see themselves represented positively within school life.

Staff Recruitment and Development

We ensure that recruitment, retention, professional development and progression opportunities are fair and inclusive.

How We Use Equality Information

Equality information is used to:

- Review and update policies.
- Set and monitor Equality Objectives.
- Identify barriers and implement actions.
- Improve pupil experiences and outcomes.
- Support governors in monitoring equality and inclusion.

Equality information is reviewed regularly by school leaders and governors to ensure continued improvement.

Publication of Equality Information

Our Equality Information, Equality Policy and Equality Objectives are available to members of the school community through:

- The school website.
- The school office.
- Requests made directly to school.

We ensure published information is accessible and complies with data protection requirements.

What is a Prejudice-Related Incident?

A prejudice-related incident is any incident which is perceived by the victim, a member of staff or another person to be motivated by prejudice or discrimination relating to a protected characteristic.

This may include:

- Racist language or behaviour.
- Sexist language or behaviour.
- Homophobic, biphobic or transphobic language or behaviour.
- Disablist language or behaviour.
- Religious or belief-based discrimination.
- Misogyny or misandry.
- Discrimination based on any protected characteristic.

Incidents may occur:

- Face-to-face.
- Online.
- Through written communication.
- Through gestures, exclusion or intimidation.

Staff Response

When a concern is raised or identified, staff should:

1. Listen and respond calmly

- Take the concern seriously.
- Provide reassurance.
- Avoid dismissing language or behaviour as "banter" or "just a joke".

2. Ensure immediate safety

- Separate pupils where necessary.
- Provide support to those affected.
- Consider whether there are safeguarding concerns.

3. Record the incident

1. Record factual information on CPOMS in line with school procedures.
2. Include:

- Date and time.
- Pupils/adults involved.
- What happened.
- Language or behaviour used.
- Actions taken.
- Any witnesses.

4. Inform appropriate staff

1. Alert the Designated Safeguarding Lead where the incident raises safeguarding concerns.

2. Inform relevant leaders as appropriate.

Responding to the Child Affected

The school will:

- Listen to the child and acknowledge their experience.
- Provide appropriate emotional and pastoral support.
- Discuss actions being taken where appropriate.
- Develop additional support or safety plans if needed.
- Monitor wellbeing following the incident.

Responding to the Child Responsible

The school will:

- Consider the child's age, understanding and circumstances.
- Help them understand the impact of their behaviour.
- Challenge prejudice and stereotypes.
- Provide education and opportunities for reflection.
- Use restorative approaches where appropriate.
- Apply consequences in line with the Behaviour Policy where required.

Informing Parents and Carers

Parents/carers will be informed where appropriate.

The school will:

- Work collaboratively with families.
- Provide support and guidance.
- Maintain confidentiality and comply with data protection requirements.
- Explain that information may be limited where other pupils or ongoing investigations are involved.

Monitoring and Follow-Up

Leaders will review recorded incidents to identify:

- Patterns or trends.
- Areas requiring further action.
- Training needs.
- Opportunities for preventative education.

Information gathered will contribute to:

- Equality monitoring.
- Safeguarding reviews.

- Behaviour monitoring.
- School improvement priorities.

Remember

All members of the Candleby Lane community have a responsibility to:

- Treat others with dignity and respect.
- Challenge prejudice and discrimination.
- Report concerns.
- Help create a safe, inclusive environment where everyone belongs.