



FLOREAT WANDSWORTH PRIMARY SCHOOL

EQUALITY & DIVERSITY PLAN

POLICY ORIGINATOR	Floreat Wandsworth SLT	MONITORING & EVALUATION BY	SSB
COMMITTEE RESPONSIBLE	SSB	DATE APPROVED	19.4.21
REVIEW CYCLE	Annual	REVIEW PERIOD	Summer 2024

FILE REFERENCE	EQUALITY & DIVERSITY POLICY
-----------------------	-----------------------------

CONTENTS

PART 1 - INTRODUCTION

PART 2 - PRINCIPLES

PART 3 - EQUALITY OBJECTIVES SINCE 2015

PART 4 - CURRICULUM EVIDENCE

PART 1 - INTRODUCTION

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, sex (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional need

PART 2 - PRINCIPLES

To fulfil our legal obligations, we are guided by a number of principles. Any breaches of these principles will be reported using a **Serious Incident Form** (found within the Behaviour Policy).

All pupils, families and staff are of equal value.

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability - we note that reasonable adjustments may need to be made
- Sex (including transgender) - we recognise that girls and boys, men and women have different needs
- Religion and belief - we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race - we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age - we value the diversity in age of staff, parents and carers
- Sexual orientation - we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status - we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity - we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in.

The objectives can be found in Part 3 to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff

- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Other FW Policies linked to our principles:

- *Anti-Bullying*
- *Behaviour*
- *Staff Handbook*
- *Family Handbook*
- *Accessibility*
- *Meeting All Needs*
- *SEND*
- *E-Safety*
- *Safeguarding & Child Protection*

All of the policies listed above can be found on our website.

PART 3 - EQUALITY OBJECTIVES SINCE 2015

2020 to 2024

Objective 1

To ensure an Equality & Diversity Policy (to be reviewed and completed by March 2021) sets out our commitment to promoting equality and community cohesion and eliminating discrimination and harassment. **This policy is now named Inclusion and Diversity Policy and is a GLF trust-wide policy.**

Objective 2

To reach and include every family equally and ensure fairness in access and engagement.

Objective 3

To monitor and analyse pupil achievement and attainment by race, sex and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 4

To recognise and celebrate diversity within our community whilst promoting community cohesion.

Objective 5

To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.

=====

2015 to 2019

Objective 1

To monitor the consideration given to accessibility when purchasing equipment and resources for the school.

Objective 2

To monitor extra-curricular provision and ensure there is membership of vulnerable or isolated groups in after school club provision and that the provision is accessible to all.

Objective 3

To assess and evaluate the school's methods of communication to ensure information is accessible to all parents and carers.

Objective 4

To reach and to include every family equally, in all of the ways families are invited to actively join in learning with the school.

Objective	Implementation	Impact	Date for Review	Who?	Evidence
<p>2. To reach and include every family equally and ensure fairness in access and engagement.</p>	<ul style="list-style-type: none"> - Monitor attendance at Parents Evenings and Family Learning sessions. - Target families who are not accessing provision. - Check in with families who are less vocal and target them for feedback. - Review the provision offer to ensure it meets the needs of our entire school community. - Review the school's methods of communication to ensure information is accessible to all families. 	<p>All families feel included within the school community.</p> <p>All parents know how to support their children.</p>	<p>Termly Parent Teacher Evenings</p> <p>Termly Family Learning</p>	<p>Class teachers</p> <p>Phase Leaders</p> <p>SLT</p>	<p>All families attend compulsory events.</p>
<p>3. To monitor and analyse pupil achievement and attainment by race, sex and disability and act on any trends or patterns in the data that require additional support for pupils.</p>	<ul style="list-style-type: none"> - Monitor attainment outcomes for all groups of learners. - Establish support offer to ensure all groups make good progress. - Deliver CPD to support teachers with identifying gaps in learning and planning appropriate learning. 	<p>Attainment gap reduced</p>	<p>Half Termly pupil progress meeting</p>	<p>Class teachers</p> <p>Phase Leaders</p> <p>Head of Inclusion</p> <p>Assessment Lead</p> <p>Headteacher</p>	<p>Pupil Asset</p> <p>Pupils' books</p> <p>Phase Meeting Minutes</p>

<p>4. To recognise and celebrate diversity within our community whilst promoting community cohesion.</p>	<ul style="list-style-type: none"> - Develop our PSSHRE curriculum to ensure all pupils can recognise and celebrate diversity. - Ensure all year groups have the opportunity to go on educational visits linked to culture and religion. - Invite local guest speakers from a range of cultures and/or religions into school to talk to the children during assemblies. - Review assembly rota to ensure that diversity is celebrated during whole school meets. 	<p>Teaching is inclusive.</p> <p>The community feels included.</p> <p>British Values are upheld.</p>	<p>PSSHRE policy currently in place</p> <p>Review assembly rota (ongoing)</p> <p>Review trips Summer Term 2023</p>	<p>Headteacher</p> <p>Curriculum Leads</p>	<p>Pupils' books</p> <p>Discussions with pupils</p> <p>Curriculum overviews</p>
<p>5. To ensure that teaching and learning promotes equality, celebrates diversity and promotes community cohesion.</p>	<ul style="list-style-type: none"> - Conduct in-house audit to ensure positive role models and diverse authors in all areas of the school-ensuring authors are representative of our wider locality. - Review diversity exposure across the curriculum E.G. artists, poets, scientists etc. - Review how black history is embedded within the curriculum and taught in an appropriate manner. - Develop our PSSHRE curriculum in Y5/6 to ensure pupils have a good understanding of racism and speak out against all forms of discrimination. - Lead CPD sessions with TAs and Teachers to ensure that all staff have the subject knowledge to offer broad and balanced learning opportunities for all. 	<p>Teaching is inclusive.</p> <p>Pupils develop their self-knowledge, self-esteem and self-confidence.</p>	<p>Review during Summer Term 2023</p>	<p>Headteacher</p> <p>Curriculum Leads</p>	<p>Pupils' books</p> <p>Discussions with pupils</p> <p>Lesson objectives</p> <p>Curriculum overviews</p> <p>School website</p> <p>Twitter</p>

PART 4 - CURRICULUM EVIDENCE

The following school initiatives display our commitment to the principles detailed in Part 2.

a. **INTENT: Curriculum Intent Document** (found within the link below)

<https://www.floreatwandsworth.org.uk/curriculum>

This document outlines our curriculum intent and focus on providing an inclusive environment for our pupils.

b. **IMPLEMENTATION: Curriculum Overviews - Yearly & Termly** (found within the link below)

<https://www.floreatwandsworth.org.uk/curriculum/nursery>

<https://www.floreatwandsworth.org.uk/curriculum/reception>

<https://www.floreatwandsworth.org.uk/curriculum/year-1->

<https://www.floreatwandsworth.org.uk/curriculum/year-2>

<https://www.floreatwandsworth.org.uk/curriculum/year-3>

<https://www.floreatwandsworth.org.uk/curriculum/year-4>

<https://www.floreatwandsworth.org.uk/curriculum/year-5>

<https://www.floreatwandsworth.org.uk/curriculum/year-6-2>

These year group specific documents outline the implantation stage of our curriculum in a yearly and termly format.

c. **IMPACT: Books & Pupil Voice**

The impact of our approach will be display within the work pupils produce. Please see the video below for an example (skip to 4 minutes 27 seconds).

<https://vimeo.com/478903698/5bf34f4cc0>

Further evidence can be found from talking to our pupils and finding out about what it is like to be a pupil within our inclusive environment.

d. **Other documents or actions which reflect our commitment to this policy:**

Newsletters (on our website)

Assemblies

Staff Voice

Parent Voice

Social Media e.g. Twitter

2023 Report to Parents including Survey Results [FW End of Year Report to Parents July 2023.pdf \(floreatwandsworth.org.uk\)](#)