

FLOREAT WANDSWORTH PRIMARY SCHOOL

EQUALITY & DIVERSITY PLAN

POLICY ORIGINATOR	Floreat Wandsworth SLT	MONITORING & EVALUATION BY	SSB
COMMITTEE RESPONSIBLE	SSB	LAST REVIEW	JULY 2026
REVIEW CYCLE	Annual	REVIEW PERIOD	Summer 2027

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 2020

2024 to 2028

Objective 1

To ensure our Equality & Diversity Policy affirms our commitment to equality, community cohesion and eliminating discrimination and harassment. **Renamed the Inclusion and Diversity Policy, it applies throughout the GLF trust.**

Objective 2

To ensure all families are included and have equitable opportunities to access provision and participate.

Objective 3

To monitor and analyse pupil achievement and attainment by race, sex and disability, using emerging patterns to identify needs and target additional support.

Objective 4

To recognise and celebrate diversity within our community and strengthen cohesion.

Objective 5

To embed equality, the celebration of diversity and community cohesion in teaching and learning.

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2020 to 2024

Objective 1

To review how accessibility guides equipment and resource purchases.

Objective 2

To review extra-curricular provision so after-school clubs are accessible to everyone, including pupils from vulnerable or isolated groups.

Objective 3

To review communications to ensure information is accessible to every parent and carer.

Objective 4

To engage all families equally in every opportunity to learn with the school.

Objective	Implementation	Impact	Review Date	Responsibility	Evidence
2. To ensure all families are included and have equitable opportunities to access provision and participate.	- Monitor attendance at parents' evenings and family learning sessions. - Engage families who are not accessing provision. - Seek feedback directly from families less likely to share their views. - Check that provision meets the needs of the entire school community. - Check that school communications are accessible to every family.	All families feel they belong to the school community. All parents know how to support their child.	Termly parent-teacher evenings Termly family learning	Class teachers Phase Leaders SLT	All families attend the required events.
3. To monitor and analyse pupil achievement and attainment by race, sex and disability, using emerging patterns to identify needs and target additional support.	- Monitor attainment for every pupil group. - Support all groups to make good progress. - Use CPD to help teachers identify learning gaps and plan learning that addresses them.	A reduced attainment gap	Half-termly pupil progress meeting	Class teachers Phase Leaders Head of Inclusion Assessment Lead Headteacher	Pupil Asset Pupils' books Phase Meeting Minutes

4. To recognise and celebrate diversity within our community and strengthen cohesion.	- Develop PSSHRE to enable every pupil to recognise and celebrate diversity. - Provide cultural and religious educational visits for every year group. - Invite local speakers from diverse cultures and religions to address pupils in assemblies. - Review assembly planning so whole-school gatherings celebrate diversity.	Teaching is inclusive of every pupil. The community shares a sense of belonging. British Values are upheld.	Existing PSSHRE policy Assembly schedule reviewed continually Review of trips: Summer Term 2027	Headteacher Curriculum Leads	Pupils' books Discussions with pupils Curriculum overviews
5. To embed equality, the celebration of diversity and community cohesion in teaching and learning.	- Audit positive role models and author diversity across the school, ensuring authors represent the wider locality. - Review diversity across the curriculum, including the artists, poets and scientists studied. - Review the integration of Black history across the curriculum and ensure appropriate teaching. - Develop Years 5 and 6 PSSHRE to build pupils' understanding of racism and ability to challenge all discrimination. - Provide CPD to strengthen teachers' and TAs' subject knowledge so they can offer broad, balanced learning for all.	Teaching is inclusive of every pupil. Pupils develop self-awareness, self-esteem and confidence.	Review: Summer Term 2027	Headteacher Curriculum Leads	Pupils' books Discussions with pupils Lesson objectives Curriculum overviews School website Instagram

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)