



## **Policy for Equality and Diversity**

**Reviewed by Governing Body on 20<sup>th</sup> March 2018**

**Further reviewed: May 2020**

**Accepted by Governing Body: 15<sup>th</sup> December 2020, December 2021 and  
December 2022, December 2025**

**Signed: Victoria Davis**

**Chair of Governing Body**

**December 2026**

**Next review in line with when the updated Race equality plan is published or  
December 2026, whichever is sooner.**

## **Introduction**

This is a statutory policy to promote the understanding of the principles and practices of equality and diversity and to strive to provide opportunities and experiences to ensure that all members of the Walmley Infant School community are included in all areas of school life.

Walmley Infant School has used the Birmingham City Council Equality and Diversity information as the basis of this policy.

## **Definition of Equality and Diversity**

Equality is about ensuring everyone has the same rights and equal opportunities.

Diversity is about embracing and celebrating the richness of society and ensuring under-represented communities have a stake in it. It is about relationships and the creation of an environment in which everyone can thrive. It is also about valuing the unique skills, experiences and perspectives of every individual and finding ways to bring the best out of them.

## **The Equality Act 2010**

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. The introduction of the Public Sector Equality duty has replaced three separate duties on race, disability and gender.

The characteristics that are protected by law encompass: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. With regard to eliminating discrimination the law also covers marriage and civil partnership.

The act contains a general duty, which came into effect on 5 April 2011. The general duty has three main aims:

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

## **Walmley Infant School's Governing Body's Equality Objectives:**

The following objectives were written and approved by the Governing Body of Walmley Infant School on 15<sup>th</sup> September 2020:

- To promote spiritual, moral, social and cultural values at every opportunity, in order to embed a climate of mutual respect, remove intolerance of any kind and support the growth of mental wealth and resilience.
- To diminish the difference in achievement between any groups of children in school, by ensuring that all children have their needs fully met with the purpose of facilitating accelerated progress and achieve their maximum potential.

### **Aims of the Policy**

- To equip learners with an awareness of our diverse society and to appreciate the value of difference
- To regard every member of our school (learners, job applicants or staff) as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender (including gender reassignment), disability, sexual orientation, religion and belief, marital/civil partnership status or age
- To acknowledge and respect other people's beliefs and sensitivities and to foster an awareness of the needs of others
- To ensure that pupils and staff recognise that discrimination on any basis is not acceptable
- To provide an environment in which all pupils and staff feel safe and able to express and question views
- To ensure the principles and practices of equal opportunities apply to all members of the school community: pupils; teaching and non-teaching staff; parents/carers governors and visitors
- To positively challenge any discriminatory practice as active members of the school community, giving regard to the individual's ability to learn and to change

Equality and Diversity should be evident in:

- the formal curriculum (the programme of lessons)
- the informal curriculum (extra-curricular activities)
- the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc.)

## **Relationship to other Policies and Legal Acts**

### **Managing equality in practice**

#### **Admissions**

The school follows Birmingham LA Admission Policies and Procedures. They do not permit sex, colour or disability to be used as criteria for admission.

#### **Registration and Attendance**

Pupils' and staff names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from all cultures.

#### **Discrimination**

All forms of discrimination by any person for whom the school is responsible will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and inappropriate insignia on clothing and equipment are forbidden in school.

Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria, drawn up in advance according to the job description and person specification for the job role.

Parents should be aware of the school's commitment to equal opportunities. We will support learners and staff to wear particular forms of dress where these are an essential part of their religious or cultural background, as long as it is safe to do so. We will always ensure that we are not indirectly discriminating against these children or employees

#### **Language**

The school views linguistic diversity positively. Pupils and staff must be made to feel that their natural language is valued.

## **Resources**

The school aims to provide for all pupils according to their needs, irrespective of background, sex, gender, ability or ethnic origin.

## **The Curriculum**

Equality of opportunity permeates the whole curriculum at Walmley Infant School and will be reviewed regularly. We will provide a curriculum that avoids unnecessary historical gender divisions. All pupils experience subjects previously considered to be suitable for a single sex. Pupils and staff will be provided with knowledge of their rights and responsibilities to prepare them for a life in wider society.

## **Risk Assessments**

The Equality Act 2010 is borne in mind when activities are planned and Risk Assessments carried out.

## **Rights Respecting School**

In 2017 Walmley Infant School became a UN Rights Respecting School. Rights associated with Equal Opportunities include:

Article 12 - the right to be heard

Article 13 - the right to an opinion

Article 19 - the right to be protected from violence, abuse and neglect

Article 24 - the right to the best possible health

Article 27 - the right to have physical, social and mental needs met

Article 28 - the right to education

Article 29 - the right for education to develop every child's personality, talent and abilities to the full and that education must encourage the child's respect for human rights, as well as respect for their own and other cultures, and the environment

Article 30 - the right to learn and use the language, customs and religion of their family

Article 31 - the right to relax and play

Article 33 - the right to be protected from the use of illegal drugs

Article 34 - the right to be protected from sexual abuse and exploitation

Article 36 - the right to be safe

Article 39 - the right of victims to receive help to recover their health, dignity and self-respect.

Walmley Infant School refers to the Standards for Inclusion Audit and Disability Equality Action Plan through the current School Accessibility Plan. This is a

separate document located in The Policies' section of Walmley Infant School's website.

## **Principles**

Every aspect of Walmley Infant School's activity has an equality and diversity dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and pupils.

Pupils are seen as individuals and each pupil's education and care is to be developed in direct relation to their needs and abilities. This eclectic approach is to be based upon sound knowledge and awareness of an appropriate range of teaching and learning styles, teaching interventions and behavioural strategies.

The environment influences the developing attitudes of the pupils within it and can be a powerful vehicle for the promotion of understanding and practice of equality and diversity.

Equal opportunities are considered, promoted and delivered through all school activities and procedures. Equality and diversity considerations ensure all pupils are able to access the curriculum and school life entitlement.

We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and ethos of the school.

We strive to counter negative, patronising and stereotyped views.

We accept that there are gender inequalities in our society, which impose limits, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.

The school will ensure equal opportunities in relation to all matters of employee relations.

With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make pupils religious, but to teach them about religion.

In ensuring sexual equality in school we will ensure:

- that teachers allocate their time fairly between all pupils regardless of their sex

- that all pupils have opportunities for working with other pupils of both sexes
- that we break down traditional sex stereotypes (for example by not assuming that boys will want to play with cars and girls with dolls)
- we do not differentiate between the sexes in respect of our school uniform.

### **Positive Action**

Relationships between all members of the school community should be such that any member of the school acting in a manner contrary to the spirit of this policy is made aware, in a supportive manner, of the unacceptable nature of his/her behaviour.

When it is inappropriate to address the issue between staff then a member of the leadership team must be made aware and they will then address the incident with the staff or pupil.

In extreme circumstances formal procedures may be taken.

The Head Teacher/Deputy Head will ensure that:

- parents/carers and pupils know that the school has an equality and diversity policy and is committed to equality of opportunity for all pupils
- a copy of the policy will be available on the school's website and held in the school office at all times, for parents and other interested members of the community to access. A copy of the policy will be made available to anyone who wishes it
- all members of the school community are made aware of the school policy on equality and diversity
- equality of opportunity underpins all management procedures
- all staff feel valued and supported and have appropriate advice and encouragement for professional development

### **Roles and responsibilities**

Walmley Infant School is aware of the need for equality in all areas of school life.

All staff are expected to:

- support actions to meet the priorities in the current School Accessibility Plan
- strive to raise the level of awareness amongst those working with learners, and amongst learners themselves about the rights of all individuals to have

access to Equal Opportunities, irrespective of race; gender; religion; linguistic background; culture; ability; sexuality; size; age; disability or status

- give Equal Opportunities a high priority in order that they are an implicit part of daily life at the school
- ensure that displays reflect a range of cultures and races
- obtain resources which reflect the cultural and racial backgrounds of children to support positive self-imagery
- ensure that resources do not include any discriminatory or inappropriate content and ensure inclusion of positive role models from all groups (e.g. include non-sexist books which value the achievements of both women and men)

All learners will:

- recognise that discrimination on any basis is not acceptable
- feel safe and able to express their feelings
- contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals.

### **Monitoring and Evaluation**

Monitoring of achievement, accreditation, exclusions, attendance and entitlement by ethnicity, gender and learning difficulty will take place to ensure pupils are not discriminated against.

Walmley Infant School is committed to the safeguarding of children and young people. We operate Child Protection procedures in line with LA guidance. Walmley Infant School incorporates safe procedures including formal risk assessments for young people to ensure pupils' health, safety and wellbeing.

### **Procedures**

All cases of discrimination or prejudice of any kind will be taken seriously, investigated and acted upon, as appropriate, according to existing disciplinary, and/or complaint procedures. A record of all such incidents and outcomes will be kept by the Headteacher and reported to Governors.

### **References**

DfE (2014) *The Equality Act 2010 and Schools*

ACAS (2017) *Help and Advice for Employers and Employees: Dress Code*

## Walmley Infant School Equality Plan

### Statement of Intent

- Everyone in school will respect each other's equal human rights and educate learners about equality issues
- We will comply with relevant legislation and implement school plans in relation to race equality and gender equality

### Responsibilities

The Governors are responsible for:

- Ensuring the school complies with equality legislation
- Ensuring the school Equality Plan and procedures are followed
- Meeting the reporting requirements

The Headteacher is responsible for:

- Ensuring the school's Equality Plan and procedures are followed
- Ensuring the race, disability and gender equality plans are readily available and that the governors, staff, pupils and their parents/carers know about them
- Producing regular information for staff and governors about the plans and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in implementing them
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability
- Dealing with all hate-incidents

The Governors and Headteacher are responsible for regular monitoring and review of these policies as is legally required.

All staff are responsible for:

- Dealing with racist, homophobic and other hate-incidents
- Being able to recognise and tackle bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- Keeping up to date with the law on discrimination
- Taking up training and learning opportunities

Visitors and contractors are responsible for being aware of and following our Equality Plans.

## **Race Equality Plan**

### **Introduction**

This plan sets out how Walmley Infant School works to promote race equality. It addresses our duties under the Race Relations Act 2000 and forms part of our general Equality Plan. It also relates to the Birmingham City Council procedure for reporting racist incidents involving pupils in schools.

### **Monitoring of pupil performance**

Raise online data is scrutinised and performance analysed for all minority groups in school. Any group which is performing at less than what is expected for their age including any child whose performance may be affected by race is identified.

The tracking and monitoring of progress documents is completed by all class teachers including lack of progress of a particular racial group.

### **Additional Guidelines**

#### **Impact Assessment**

These policies have been assessed in regard to the general duty under the Race Relations Act 2000:

- Equality and Diversity
- Anti-Bullying
- Behaviour and Discipline
- SEN

The outcomes of this were that race is not an issue when analysing the performance of pupils in the school context.

As each policy is reviewed, race will be taken into account.

### Action Plan to address the General Duty to promote race equality

	Actions	By whom	Timescale	Evidence
Promote equality of opportunity	Religious clothing or symbols permitted unless they pose H/S risk	Headteacher	On-going	Observation Parental feedback
Eliminate unlawful discrimination	All pupils are treated fairly and have equal opportunities	All staff	On-going	Observation Pupil questionnaire
Eliminate racist harassment	Racist incidents are reported and acted upon	All staff	On-going	Log of racist incidents
Promote good relations between ethnic groups	Assemblies, RE lessons, PSHE lessons to include new Relationships Education curriculum	All staff	On-going	Lesson planning Assembly planning

#### How policies and practice are monitored

Policies are regularly updated and procedures for handling racist incidents is known by all staff members. All pupils and staff are aware that racist comments or actions are not allowed.

#### How information gathered is used

A member of the Senior Leadership Team collates and analyses the information gathered. Any emerging patterns are noted and procedures put in place to eliminate any regular incidents.

#### Staff development

The Equality Plan has been shared with staff. Newest information on equality issues is shared with staff at weekly staff briefings.

#### Annual reporting

A member of the Senior Leadership Team will report annually to all staff and the Governing Body about the effectiveness of the race equality action plan.

The next race equality plan in 2023 will build upon this plan's actions, the results of monitoring and other relevant information.

## **Disability Equality**

### **Introduction**

This plan sets out how Walmley Infant School works to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

### **Impact Assessment**

The following policies have been assessed in regard to the general duties under the Disability Discrimination Act 2005 and the Special Educational Needs and Disability Act 2001.

- SEN and Inclusion

The outcomes of this were that the school is following procedures and practices required by SENDA 2001.

These policies are to be assessed within the next 3 years:

- SEN
- Behaviour

### Action Plan to address the General Duty to promote Disability Equality

	<b>Actions</b>	<b>By whom</b>	<b>Timescale</b>	<b>Evidence</b>
Promote equality of opportunity between people who are disabled and people who are not disabled	Parents/ children with disabilities are encouraged to participate in all activities. Promote equality through new Relationships Education curriculum	All staff	On-going	Class based records Parental feedback Planning for Relationships Education.
Eliminate unlawful discrimination	Access to the building is ensured. Ensure Accessibility plan is current	Headteacher and Inclusion Leader	On-going	Health and safety inspection
Eliminate harassment related to disabilities	Promote positive attitudes to all people despite differences	All staff	On-going	Behaviour around the school Parent feedback
Promote positive attitudes to disability	Assemblies and PSHE/Relationships Education to promote positive attitudes to people with disabilities. Books and posters reflect variety of adults and children with disabilities	English team Well-being team	On-going	Books and posters in school
Encourage participation by disabled people	Disabled parents and visitors are welcome to the school and provision made for their needs	SLT	On-going	Parental feedback
Take steps to take account of disabled people's disabilities	All conditions and disabilities are recorded and monitored.	Inclusion Leader	On-going	SEN register

Walmley Infant School has an Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001 (see separate plan).

#### **How policies and practice are monitored**

Policies are regularly updated in line with legislation and procedures for handling discrimination/harassment due to disability are reported to the Headteacher.

#### **How information is used**

The Headteacher deals with each incident as it occurs and notes any emerging patterns. Consequently procedures to overcome any regular discrimination or harassment are put in place.

#### **Staff development**

The Disability Equality Plan has been shared with staff. Any new information on equality issues is shared with staff at staff meetings or briefings by the Headteacher.

#### **Reporting in relation to the Action Plan**

The headteacher will collate the latest information regarding the action plan and report to all staff and the Governing Body at its full Governing Body meetings.

The next Disability Equality Plan in 2023 will build upon this plan's action, the results of monitoring, and other information.

## **Gender Equality Plan**

### **Introduction**

This plan sets out how Walmley Infant School will promote gender equality. It addresses our specific duties under the Equality Act 2006 and forms part of our general equality plan.

### **Involvement of stakeholders**

#### **Gender monitoring of pupil performance**

Data is scrutinised and performance according to gender is identified by class teachers and monitored by the Headteacher and Deputy Headteacher. Reports are provided for the leadership team and governors. Pupil Progress documents are completed by all class teachers - noting in particular any lack of progress of a particular gender group.

Any under-achieving groups will be targeted.

This policy will be assessed within the next three years.

- Equality and Diversity

### **Impact assessment**

These policies have been assessed in regard to the general duties under the Equality Act 2006:

- SEN
- Behaviour

### Action plan to address the General Duty to promote Gender Equality

	<b>Actions</b>	<b>By whom</b>	<b>Timescale</b>	<b>Evidence</b>
Promote equality of opportunity between girls and boys, men and women	Track and monitor progress by gender  Offer all lessons/ activities equally between genders  Adults will provide excellent role	Headteacher/ Deputy Headteacher	On-going	Pupil Progress meetings completed and evidence collated. Headteacher reports to Governing Body.
Eliminate unlawful discrimination.	models in school new curriculum for Relationships Education will promote equality	All staff	On-going	Planning and lesson observations
Eliminate sexist and sexual harassment	All incidents of sexist behaviour are recorded	Headteacher	On-going	Log of incidents

The next gender equality plan in 2023 will build upon this plan's actions, the results of monitoring and other relevant information.