



Equality Policy, Information and Objectives

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| Approved by the Governing Body on (date): | 31 st March 2021 |
| Reviewed: | 26 th March 2024 |
| Signed (Headteacher): | Anne Rennie |
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| Signed (Chair of Governors): | Kate Franklin |
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| Next Review Date (term/year): | 31 st March 2025 |

Edmund Waller Primary School - Equality and Diversity Policy

At Edmund Waller Primary School equality and diversity are central to everything we do. We believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, ethnicity, culture, religion, social class, disability or special educational need. Children and adults should expect to be treated fairly and have the same entitlement as every other child or person. If *anyone* perceives that they are being treated unfairly, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed. All employees 'have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements' (Equality and Diversity policy LA, December 2008). We believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community.

Aims of the Equalities and Diversity Policy

- To provide an environment in which all our children and adults feel comfortable and at ease about their gender, sexual orientation, ethnicity, culture, religion, social class, disability, special educational need and/or background.
- To promote acceptance in all the members of the school community.
- To be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- To ensure that schemes of work cater for the individual needs of our children and that the curriculum is modified appropriately.

Culture and Heritage

We believe it is important that the children feel proud of their culture, language and heritage, and respect those of their peers. The books and resources used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained and celebrated and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum.

Religion

The Equality Act protects everyone with a religion or belief (including people with no religion or belief and those with a philosophical belief). In line with British values, children are taught to respect the ideas and values of different faiths as well as those without faith. We recognise the importance Religious Education plays in the curriculum and local community and are committed to providing all children with opportunities to engage fully in RE: this includes visiting a variety of places of worship as part of RE learning. Our RE programme is in line with our school values with a particular focus on humanity as we foster mutual respect towards others in a diverse multi-religious and multi-secular society. Children have the opportunity to see religion and non-religion in the world, and explore their own place in that world. We address misconceptions about religion and world views and teach children to challenge stereotypes that can lead to discrimination.

Gender and Sexual Orientation

Edmund Waller School is committed to ensuring equality of education and opportunity for all irrespective of a pupil's sex, sexual orientation, or whether they are gender non-conforming or gender questioning, identify as transgender or non-binary, or hold gender critical views.

The school does not support stereotypes about the appearance, behaviour or interests expected of girls and boys, or women and men. We actively challenge gender stereotypes, and we encourage all children to take a full and active part in all areas of school life, including physical activity, extra-curricular clubs and activities and curriculum-based learning.

Bullying is defined as behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. It can include name-calling, taunting, mocking and making offensive comments, offensive graffiti, excluding people from groups, gossiping and spreading hurtful or untrue rumours, kicking, hitting, pushing, taking belongings and cyber-bullying. All pupils, staff and parents shall be expected to value and respect others. Incidents of bullying and harassment will not be tolerated, including those based on sex, sexual orientation, gender non-conformity and beliefs about gender. Edmund Waller works hard to ensure that all students know the difference between bullying, "falling out" and disagreeing. We help children to understand that the words 'gay', 'lesbian' and 'trans' are not terms of abuse or ridicule, and they are not 'rude' or swearing.

We enable children and young adults to understand that people have different sexual orientations, can be gender non-conforming or gender questioning, or identify as transgender or non-binary. We will help children understand that being, for example, gay or lesbian is about more than sexual orientation (just as ethnicity is about more than skin tone).

This is in alignment with the school's equality objective:

- To embed a wider shared understanding of different family structures and relationships within a modern society.

Edmund Waller School adheres to the latest government advice on gender questioning children: https://consult.education.gov.uk/equalities-political-impartiality-anti-bullying-team/gender-questioning-children-proposed-guidance/supporting_documents/Gender%20Questioning%20Children%20%20nonstatutory%20guidance.pdf

Children and Adults with Special Educational Needs and Disabilities

As members of staff, we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised and the curriculum modified so that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly, and strategies are modified accordingly to support individual children. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Clinical Psychologist Speech and Language Therapist etc. are utilised to assist us in meeting the needs of our children.

We assess our curriculum to ensure it is accessible to pupils with any disability and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.

We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school. Any new building work is DDA compliant. This is reflected in and adds to the school's work towards the following equality objective:

To create a disability-inclusive environment and curriculum which is founded on accepting, celebrating and recognising differences, including non-visible differences (i.e. neurodiversity).

Addressing Equality and Diversity

Across Edmund Waller's Curriculum, we aim to integrate Black and Ethnic History by teaching a diverse history representing the society we live in today. However, the curriculum is not fixed, where possible we try to take advantage of any local and international opportunities that arise. We aim to teach a fuller story of the historical events that we study as part of our curriculum and to recognise the positive achievements or influence of a diverse range of people and how they have impacted on our society today. We make sure that any history being taught matches the statutory objectives in the National Curriculum and that any activities are rich and meaningful, moving beyond tokenism.

As part of this, we understand that the process of holding the curriculum and our practices to close scrutiny and account is an ongoing process. As such, we encourage all staff to reflect on their practice in order to meaningfully tackle racism and develop an awareness of the school's strengths and areas for development.

We are committed to the following 'equality objectives':

- To become a school that honours and diversity and actively challenges racism.
- To decolonise our curriculum and to further develop children's knowledge of black history and culture.

Families and the Wider Community

We strive to be an open and welcoming school and for parents and carers to become actively involved. We value the contributions parents and volunteers make to our curriculum. We involve the community in the following ways:

- We invite and encourage speakers who come from a variety of cultures, and communities to visit our school.
- We take children on educational visits where they are able to appreciate the local as well as wider communities, and visit places they may not have the opportunity to visit outside school
- We use the website to signal key events and make resources accessible to the school community and beyond

Staffing

We welcome applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at Edmund Waller Primary. All staff and volunteers are expected to be aware of this policy and the

procedures related to it. Any member of staff is expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

Whistleblowing

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team can be reported using the steps in the Whistleblowing policy.

Evaluation and Review

The formal evaluation and review of our Equalities and Diversity Policy takes place annually.

Further information and guidance on equalities can be found in the following school policies:

- Equalities Statement
- Whistleblowing Policy
- Equality of employment policy

Edmund Waller Primary School Equality Information

The 2010 Equality Act places a duty on the school to publish the following information on an annual basis

Characteristics of our school population (as of October 23)

Gender

| | EYFS | Y1 – Y6 | Total |
|--------------|--------|---------|--------|
| | Oct 23 | Oct 23 | Oct 23 |
| Total | 88 | 326 | 414 |
| Boys | 51 | 160 | 211 |
| Girls | 37 | 166 | 203 |

Free School Meals and Pupil Premium

| | FSM | | PP | |
|--------|-----|--------|----|--------|
| Oct 23 | 47 | 11.35% | 50 | 12.08% |

Ethnic Groups - numbers

| | Oct 23 | | Oct 23 | | Oct 23 |
|---|--------|---------------------------|--------|-------------------------|--------|
| Asian/Asian British (Indian) | 1 | Other Black African | 5 | White & Pakistan/Indian | 1 |
| Any other mixed background | 60 | Other White British | 1 | White European/other | 21 |
| Black or Black British – any other black background | 7 | White and Black African | 4 | White Eastern European | 3 |
| Black or Black British - Caribbean | 7 | White and Asian | 13 | White other | 44 |
| Black African | 20 | White and Black Caribbean | 8 | | |
| Other Asian | 8 | White British/English | 211 | | |

| | % White British | % Any other mixed background | % White other | % Black African | % Black or Black British – any other black background |
|--------|-------------------------|------------------------------|---------------|-----------------|---|
| | % White British/English | % Any other mixed background | %White Other | % Black African | % White European/other |
| Oct 23 | 50.96% | 14.49% | 10.62% | 4.83% | 5.07% |

First Language - numbers

| | Oct 23 | | Oct 23 | | Oct 23 | | Oct 23 | |
|---|--------|-----------|--------|--------------|--------|-------------------------|--------|--------|
| Albanian | 5 | German | 3 | Lithuanian | 2 | Somali | 8 | |
| Arabic | 2 | Greek | 1 | Luganda | 2 | Spanish | 21 | |
| Arabic (other) | 4 | Hebrew | 1 | Malaysian | 0 | Swedish | 2 | |
| Bengali | 3 | Hungarian | 2 | Pashto | 5 | Thai | 2 | |
| Cantonese | 4 | Icelandic | 1 | Polish | 12 | Turkish | 3 | |
| Danish | 2 | Igbo | 1 | Portuguese | 2 | Vietnamese | 5 | |
| | | | | Punjabi | 1 | Yoruba | 1 | |
| | | | | Romanian | | Bulgarian | 2 | |
| Dutch/Flemish | 2 | | | | | | | |
| English | 267 | Italian | 9 | Russian | 2 | Wolof | 1 | |
| Fon | 0 | Krio | 2 | Serbian | 2 | Indonesian/Bahasa | 1 | |
| French | | Kurdish | 4 | | | Farsi/Persian | 3 | |
| | | | | Slovak | 1 | | | |
| Bambara | 1 | Tagalog | 1 | Urhobo-Isoko | 2 | Caribbean Creole French | 2 | |
| Total proportion of pupils who speak English as an Additional language: | | | | | | | Oct 23 | 35.50% |

Edmund Waller Primary School is a diverse community, with 45 languages spoken by our families.

SEND

| Stage | Numbers | % | SEN type for pupils with SEN support and EHCP | |
|--|---------|-----|--|-----------|
| No Specified SEN | 338 | 81% | Specific Learning difficulty | 6 |
| SEN Support | 76 | 18% | Moderate learning difficulty | 6 |
| EHC Plan | 9 | 2% | Social Emotional and Mental Health | 10 |
| EHCNA – yes to assess | 3 | 2% | Speech Language and Communication Needs | 41 |
| EHCNA awaiting action | 6 | | | |
| EHCP + EHCNA | 18 | 4% | Autism Spectrum Disorder | 20 |
| total number on roll = 414 | | | Other disability including sensory physical or medical | 1 |
| | | | Total | 84 |
| NB: some chn have 2 types of SEN - this total is types of SEN rather than total number of chn with SEN | | | | |

Edmund Waller Primary School Equality Objectives

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| Equality Objective 1 | To continue to be a school that honours diversity and actively challenges racism. |
| Why | To provide equitable opportunities for all by dealing with acts of racial discrimination and work together as a community to challenge racial biases and stereotypes. |
| How | <ul style="list-style-type: none"> • Identify anti-racist champions for the school community. • Begin a dialogue with all parents, staff and governors focussing on racism and diversity at Edmund Waller to develop a culture of openness and challenge. • Liaise with parents to establish their own views and to understand their perspective. • Ensure resources, displays and provision fully reflect our community and promote visibility of all groups. • Proactively value the cultural backgrounds of different ethnic groups. • Undertake a review of school policies to ensure that they promote equality and support the aims and values outlined here. • Be a beacon of anti-racism within the community. • Continue to develop staff and governors' understanding of being antiracist. • Develop staff training to ensure there is a clear and consistent approach to responding to racist language, which is communicated to all stakeholders. • Governors to attend unconscious bias training. • Governor to join the Lewisham School's Governor's race Equality Group. |
| Expected Outcome | We are challenging structural racism so that Black Caribbean heritage and Black and Minority Ethnic pupils attain highly and there are equitable opportunities for every child. |

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| Equality Objective 2 | To broaden and expand our curriculum to provide a more objective historical perspective (decolonise) and to further develop children's knowledge of black history and culture. |
| Why | To ensure under-represented communities have their history, cultures and legacy appreciated and recognised thus impacting positively on their self-esteem, aspirations and achievement. |

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| How | <ul style="list-style-type: none"> • Empower staff to be able to deliver a diverse and decolonised curriculum. • Develop staff understanding of colonisation and its impact. • Work with staff to decolonise the whole curriculum by questioning viewpoint. • Constructively challenge the western notion of cultural capital. • Review the black history curriculum. • Track the performance data of Black Caribbean heritage and Black and Minority Ethnic pupils; identify barriers and improve their attainment and progress. • Ensure that the curriculum comprehensively reflects positive figures from different ethnic minorities. • Book corners and class reading books reflect a diverse range of characters and authors. • Schemes of work enable children to develop powerful knowledge of our British history. |
| Expected Outcome | The curriculum effectively develops children’s knowledge of black history within British culture. |

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| Equality Objective 3 | To embed a wider shared understanding of different family structures and relationships within a modern society. |
| Why | To provide an environment in which all children and adults feel comfortable, and at ease about their gender, sexual orientation and relationships with their family. |
| How | <ul style="list-style-type: none"> • Embed a comprehensive RSHE curriculum that equips children with the information, skills and values to have safe, fulfilled and enjoyable relationships. • Ensure that there is a focus on the teaching about positive relationships and different types of families in all year groups. • Create a culture of safety during lesson time using ‘ground rules’ and question boxes to enable children to discuss sensitive subject matter • Use posters, books and other resources that show images that celebrate difference and diversity. • Correct terminology is modelled and used in lessons and in all school communication. • Ensure LGBT-relevant knowledge and examples are included throughout programmes of study (not one-off teaching) • Ensure inclusive language is used, considering how individual pupils may relate to particular topics • Promote tolerance in all aspects of school life and by all members of the school community. • Any stereotyping will be challenged and positive role models embraced both within the curriculum and as part of extra-curricular activities. |
| Expected Outcome | We will examine and challenge gender stereotypes and celebrate difference and diversity. |

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| Equality Objective 4 | To create a disability inclusive environment and curriculum, which is founded on accepting, celebrating and recognising difference, including non-visible differences (i.e. neurodiversity). |
| Why | To be ambitious in our expectations of children who have SEND to ensure that their needs are met, their achievements are celebrated and they make effective and sustained progress. |
| How | <ul style="list-style-type: none"> • Staff are aware of the challenges and benefits that neurodiversity and disability can bring. • Inclusive classrooms support all children to work independently and feel safe and secure. • Quality first teaching underpins all teaching and learning. • Through high quality CPD, staff understand and implement inclusive strategies to support and challenge all learners. • Neurodiversity and disability are celebrated and recognised within the curriculum. • Early identification of special educational needs and/or disability are prioritised so that learning programmes can be adapted and specialist help sought when necessary. • Communication with parents and carers is fostered to understand the needs of the child and promote best possible outcomes. • Relationships with parents and carers are nurtured and supported to ensure that the needs of the child are fully met. • Recruitment practices are fair and transparent to ensure that no adult is discriminated against. |
| Expected Outcome | Children with SEND are successful learners who achieve their potential, feel positive about learning and take a full and active role in school life. |

We will engage with our school community to ensure the objectives identified above are the best ones for this coming year based on the data analysis. The objectives will be reviewed when we review the school improvement plan and include, where appropriate, within the new plan. The Governing Body will review them regularly.

| Actions undertaken in 22-23 to promote Community Cohesion | |
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| Actions in school | Actions involving the local/wider/global community |
| Choir and music performances Year Group assemblies Meet the teacher meetings for all parents and carers. Phonics workshops Home visits for Reception and Nursery children PTA events: school fairs, disco, quiz night Food collection for Feed the Hill social supermarket and Lewisham Foodbank Nourish forum Dyslexia workshop School council cake sale for Red Nose Day | Choir and music performances at St Catherine's Church and Goldsmiths College Choir & School Council visited care home to perform Climate Champions involved in local action to campaign for zebra crossing Saturday football tournaments at Blackheath HT and DHT attended Citizens UK events in order to plan Community Conversations at EW Y6 visited the Felix project to investigate how to end food waste. Deptford X festival art project |

| Prejudice Related Incidents | |
|------------------------------------|---|
| Homophobic Incident | 4 |
| Racist Incident | 2 |