



Equality Policy, Objectives and Information

Approved by the Governing Body on (date):	February 2025
Signed (Headteacher):	Anne Rennie
Signed (Chair of Governors):	Liz Stone
Next Review Date (term/year):	February 2026 Updated February 2027

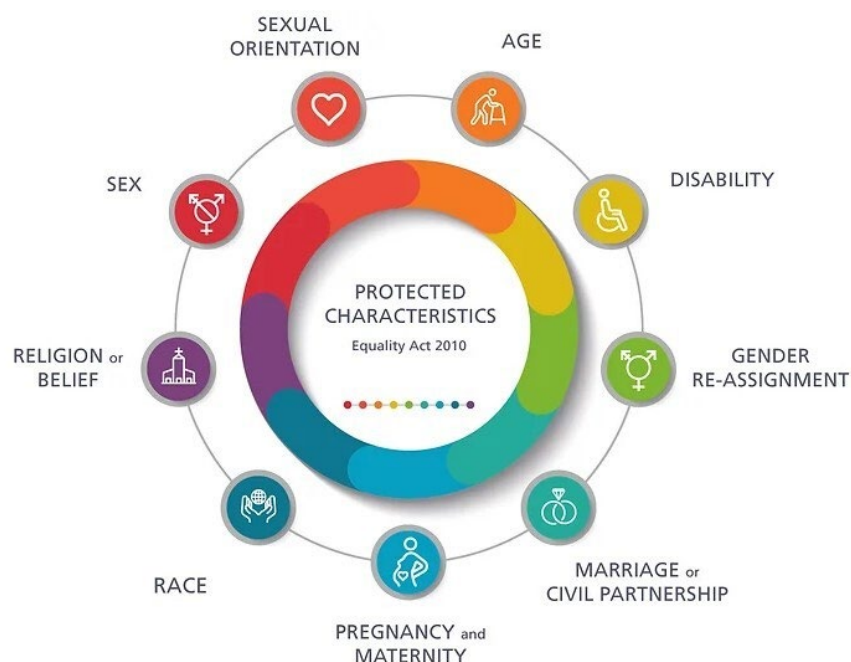
Contents

1. Aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	6
8. Equality objectives	7
9. Monitoring arrangements	8
10. Links with other policies	8
11. Equality Information	8

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it



We aim to
for difference and
accordance with

promote respect
diversity in
our values: these

values are the keystones on which the school is built.

Humanity - a culture of visible kindness where everyone is treated fairly and respectfully.

Creativity - an environment where children have the skills to think creatively, take risks, explore the world and communicate their findings with others.

Ambition - high expectations for all learners ensuring equitable access to the curriculum and other opportunities within school.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We aim to provide an environment in which all children and adults feel comfortable and at ease about their gender, sexual orientation, ethnicity, culture, religion, social class, disability, special educational need and background.

We encourage 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 School. 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.

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.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. adapting the curriculum to meet the needs of all children through 'quality first' teaching).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g acknowledging religious festivals from different faiths).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g enabling Muslim girls to attend swimming lessons by providing appropriate swimwear).

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 that they can be effectively used in meeting the above needs.

Our curriculum is assessed 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.

Across our premises, reasonable adjustments are made where possible to ensure children and parents with disabilities are able to access the school. Any new building work is DDA (Disability Discrimination Act) compliant.

These actions are reflected in and add 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 difference, including non-visible differences (i.e. neurodiversity).

In order to meet our general objectives, the law requires us to carry out some specific duties. These are to:

- Publish equality information
- Prepare and publish equality objectives
- Consult our stakeholders in the development of our equality objectives.

In order to do this, we will collect and analyse data to determine strengths and areas for improvement and implement actions in response.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not. 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. We strive to be an open and welcoming school and for parents and carers to become actively involved. We value the contributions parents (including parent governors) and volunteers make to our curriculum and school life.

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.

We teach a diverse curriculum representing the society we live in today. Our goal is that children see themselves reflected within the curriculum. 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. Teaching and learning matches the statutory objectives in the National Curriculum and the learning is 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 objective':

To be a school that actively challenges racism and honours diversity.

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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Equality Objective 1	To be a school that actively challenges racism and honours diversity.
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	- Fully embed the principles of the Lewisham tackling race inequality pledge https://lewisham.gov.uk/myservices/education/schools/pledge-to-tackle-race-inequalities-in-education - Through community groups, liaise with parents to establish their own views and to understand their perspective. - Continue to develop all stakeholders' understanding of being antiracist. - Explicitly teach children about race, racism and colonisation so that they understand that race and thereby racism is a social construct. - Monitor curriculum resources (lesson plans, Knowledge Organisers, books, texts, images) to ensure that they reflect the full diversity of EW children and families. - Review progression and distribution of Black history across the curriculum. - Run a calendar of events that promotes Black history 365 e.g. World Afro Day, Show Racism the Red Card, Windrush Day. - Through pupil progress meetings analyse the performance data of children from Black Caribbean heritage and Black and Minority Ethnic pupils; identify barriers and improve their attainment and progress. - Review language used to describe Black and Minority Ethnic pupils.
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.

Equality Objective 2	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	- Refine the PSHE and RSHE curriculum to ensure that it equips children with the information, skills and values to have safe, fulfilled and enjoyable relationships. - Continue to ensure that there is a focus on the teaching about positive relationships and different types of families in all year groups. - Correct terminology continues to be modelled and used in lessons and in all school communication. - 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. - Use assemblies and events to educate children about prejudice and usualise LGBT+ families.
Expected Outcome	We will examine and challenge gender stereotypes and celebrate difference and diversity in order to provide a safe and inclusive environment for all.

Equality Objective 3	To promote 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	• 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. • 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 and assemblies: special events are marked e.g. Paralympics, World Braille Day, World Autism Awareness • Review language used to describe children with SEN and disabilities so that it is framed more positively within a culture of capacity rather than deficit thinking. • 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.

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by governing board.

10. Links with other policies

This document links to the following policies:

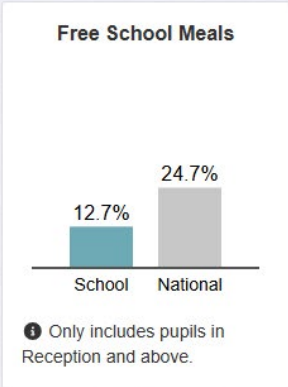
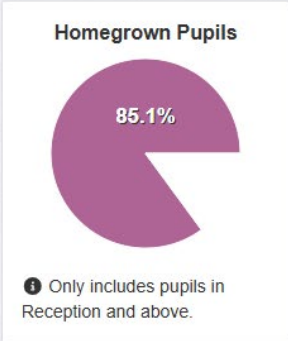
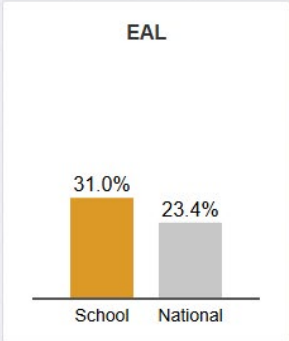
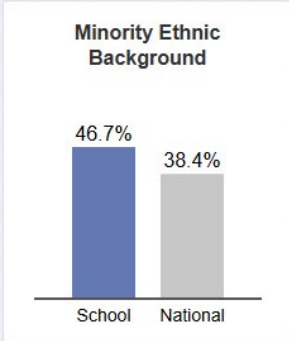
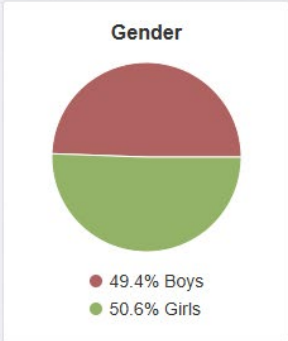
- Accessibility plan
- Risk assessment
- SEND Policy
- Behaviour Policy
- Pupil Premium strategy
- School Improvement Plan
- Whistleblowing Policy

11. Equality Information

Demographics of Edmund Waller Primary School

2025-2026: 435 Pupils

Print



Ethnicities

	# Pupils	% Pupils
White - British	232	53.3%
Any Other White Background	56	12.9%
Any Other Mixed Background	41	9.4%
Black - African	17	3.9%
White and Asian	17	3.9%
Any Other Ethnic Group	16	3.7%
NOBT	13	3.0%
Any Other Black Background	11	2.5%
Black Caribbean	8	1.8%
White and Black Caribbean	6	1.4%
White - Irish	5	1.1%
Any Other Asian Background	4	0.9%
BBRI	3	0.7%
White and Black African	3	0.7%
Indian	2	0.5%
REFU	1	0.2%

SEND Specific Needs

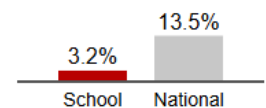
	# Pupils	% Pupils
Speech, Language and Communication Needs	48	11.0%
Autistic Spectrum Disorder	22	5.1%
Social, Emotional and Mental Health	16	3.7%
SEN support but no specialist assessment of type of need	6	1.4%
Moderate Learning Difficulty	5	1.1%
Other Difficulty/Disability	4	0.9%
Hearing Impairment	2	0.5%
Specific Learning Difficulty	2	0.5%

Absence Rates

	School	National
Overall absence rate	3.8%	5.2%
- Authorised absence rate	2.9%	3.7%
- Unauthorised absence rate	1.0%	1.5%

i School absence figures only include pupils of compulsory school age. This is to be inline with national reporting.

Persistent Absence



i Percentage of compulsory school age pupils who miss 10% or more sessions

Indicator		Primary Comparisons			
		Sch (2024/25)		LA (2024/25)	England (2023/24)
Permanent Exclusions (% of all pupils)		0	0.00%	0.00%	0.03% ↓
Suspensions	No. of instances (suspensions as a % of all pupils)	4	0.93%	0.85% ↑	2.27% ↓
	No. of pupils with suspensions (% of all pupils)	2	0.46%	0.55% ↓	0.99% ↓
	Average length in days of suspensions	2.0		1.8 ↑	1.9 ↑
	0.5 to 5 Days	4	100.0%	100.0%	98.8% ↑
	6 to 15 days	0	0.0%	0.0%	1.0% ↓
16+ Days		0	0.0%	0.0%	0.2% ↓

