



Equality and Diversity Policy

Reviewed October 2025

Walnut Tree Walk is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. At Walnut Tree Walk Primary School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum and no-one should receive less favourable treatment or be discriminated on the grounds of gender or transgender, sexual orientation, race, culture, religion, social class, income, age, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and any issues that emerge to be addressed. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Adults should expect employment practices to be fair and transparent and the school ensures that our employment procedures and policies reflect this.

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

AIMS OF THE EQUALITIES AND DIVERSITY POLICY

- to provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- to instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- to nurture cultural, religious and linguistic diversity
- 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 programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- to ensure that the needs of children with additional needs, including gifted children are catered for
- to ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Head, or a member of the SLT can tackle the issue appropriately

- to ensure that employment policies and practices are applied with equality and fairness

THE LEGAL FRAMEWORK

The following legislation informs our School Equality and Diversity Policy:

The Equality Act 2010
Equal Pay Act 1970 (as amended 1983)
Health & Safety at Work Act 1974
Sex Discrimination Act 1975 and 1986 and 2006 amendments
The Race Relations Act 1976, The Race Relations (Amendment) Act 2000 and Employment Equality (Religion or Belief) Regulations 2003 22/11/10
Criminal Justice and Public Order Act 1994
Disability Discrimination Act 1995 and 2005
The Employment Rights Act 1996
Protection from Harassment Act 1997
The Human Rights Act 1998 and 2000
The Employment Relations Act 1999
The Part-time Workers Regulations (Prevention of Less Favourable Treatment) 2000
The Special Educational Needs and Disability Act 2001
Employment Equality (Religion or Belief) Regulations 2003
The Gender Recognition Act 2004 and Sex Discrimination (Gender Reassignment) Regulations 2005
The Employment Equality (Age) Regulations 2006
Gender Equality Duty April 2007
Ofsted Framework for Inspection (Current one in force)

ELIMINATING DISCRIMINATION

The school recognises that discrimination occurs when someone is treated unfairly or less favourably than another person. There are various ways in which discrimination can be said to occur under the Equality Act 2010 and the school will not tolerate any form of discrimination or harassment from employees, students or the public.

VALUING DIVERSITY

At Walnut Tree Walk Primary School we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation e.g. Disability Discrimination, Human Rights, Race Relations Act etc., discrimination still exists and it is for us to strongly address this, when and if it does.

We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and to know that discrimination is completely unfair and, as such, should not be tolerated.

EQUALITY ISSUES IN RELATION TO RACE/CULTURE

At Walnut Tree Walk Primary School we believe it is important that the children feel proud of their culture, language, religion and skin colour, 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.

EQUALITY ISSUES IN RELATION TO RELIGION

At Walnut Tree Walk Primary School we teach our children/adults to understand and value the religions and religious beliefs and practices of their peers. We follow the locally agreed scheme of work for Religious Education (Lambeth's SACRE scheme) which teaches children about all the major religions.

EQUALITY ISSUES IN RELATION TO GENDER/SEXUAL ORIENTATION

At Walnut Tree Walk Primary School we are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery. We provide a curriculum where girls as well as boys have **EQUAL** access to **ALL** areas of the curriculum we offer. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent. We have ensured that new reading books added to our libraries represent diversity in terms in this area including books with a variety of family types and that do not conform to gender stereotypes.

EQUALITY ISSUES IN RELATION TO CHILDREN/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 with learning needs. 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, Child Psychologist, Autism Outreach and Speech and Language Therapist etc. are utilised to assist us in meeting the needs of our children.

We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities 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 (within the constraints of our Victorian building) to ensure children and parents with disabilities are able to access the school.

CROSS-CURRICULAR ISSUES

Our curriculum gives our children the opportunity to learn about other cultures and different ways of living as part of the National Curriculum. We ensure that issues of equality and diversity are

central to the curriculum as well as reflecting the interests and backgrounds of all the children. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

At Walnut Tree Walk Primary School we monitor this carefully and review and update our curriculum accordingly. Our new curriculum ensures that children learn about significant people and their achievement in history and today across all areas of the curriculum, and that these people represent a mix of gender, sexual orientation, race, culture, religion, social class, disability or special educational need so that our curriculum is representative of the society we live in. Children study topics about a range of other countries and cultures as well as learning about and celebrating their own identity.

LIAISON WITH THE WIDER COMMUNITY

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 school trips where they are able to appreciate the community in which they/we live and they can experience places and visit places they may not have the opportunity to visit outside school
- We invite the school community to assemblies and events

PARENTAL\VOLUNTEER INVOLVEMENT

Walnut Tree Walk Primary School is an open and welcoming school and parents/carers are encouraged to become involved.

We have an Educational and Child Psychologist/ Therapist and a Drama Therapist who can support parents with their children and also difficulties that they might be experiencing at home.

Parents/carers can access easily information of events etc. as well as school policies and practices through our school website. All parents are invited and welcome to join the PTFA. Parent's evening meetings and events are well attended.

STAFFING

We encourage applications from staff from a range of cultural and ethnic backgrounds. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law, and we aim for our staffing to reflect the diversity of our community. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to at Walnut Tree Walk 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.

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, which is shared with all staff at the start of the academic year.

EVALUATION AND REVIEW

The evaluation and review of our Equalities and Diversity Policy takes place annually, as well as on a day-by-day basis. It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Head Teacher to report to governors on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Date of Policy Review: 16th October 2025

Signed (Headteacher):

Signed (Chair of Governors):