

WESTFIELD PRIMARY SCHOOL

Equality, Diversity, Inclusion & Belonging Policy

February 2024

Reviewed Spring term - January 2025

Reviewed Spring term - January 2026

Next Review Date: Spring term - January 2027

Appendix for 2024 - 2025 dated 22nd January 2026 attached

This Policy was written by Karyn Hing/ Annette Newport



1. Our Vision

We want all Westfield children to foster a '*Love of Learning and a Love of Life*,' enabling them to excel, be the best they can and achieve the necessary life skills for their future.

2. Our Mission

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring, respectful and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Through our pledge we strive to provide a range of exciting learning and life experiences.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour, kindness, consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, kind and independent young people.

Westfield Primary School is a good school with many outstanding features. Our core values that run through the school (PRIDE) inspire our vision in which every child embraces a true Love of Learning and a Love of Life.

3. Aims

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

Westfield Primary School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation 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; and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Westfield Primary School promotes a dynamic learning environment, in which:

- children are supported, respected, encouraged and motivated as individuals.
- all staff provide a safe, secure and nurturing environment, for life-long learning, which reflects the ethos of the school.
- we promote working in partnership with parents, as we believe that working together positively is vital in supporting each child's educational development.
- children are given an understanding of their role as an inclusive citizen, in a fast changing and multi-cultural world.
- well-being is a prominent focus of our school.
- high quality teaching, which is meaningful and relevant, is planned to challenge and excite all children.
- the curriculum is broad, creative and stimulating, whilst equipping children with the necessary life skills for their future.

4. 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.

5. Responsibilities

The School Governors' Local Advisory Committee are responsible for:

- ensuring that the equality information is updated at least every year and that the equality objectives are updated at least once every four years, as set out in this policy. They are published and communicated throughout the school, including to staff, pupils and parents.

- delegating responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher; and
- ensuring that they are familiar with all relevant legislation and the contents of this policy.

The Headteacher will work with the Senior Leadership Team to:

- create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance;
- ensure that the school complies with equality legislation;
- ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented;
- make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business within school;
- ensure that all staff are aware of and follow the school's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
- take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place;
- take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with the school's policies, procedures and guidance;
- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- monitor success in achieving the objectives and report back to governors;
- ensure staff recruitment, training opportunities and conditions promote equality;
- ensure that curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality; and
- ensure visitors to the school, or those who use the premises, are aware of the EDIB policy.

The Inclusion Leader, as the designated member of staff for equality, will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils; and
- support the headteacher in identifying any staff training needs, and deliver training as necessary.

All staff are expected to have regard to this document and to work to achieve the objectives as set out below.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

6. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Compliance with the Equality Act 2010 is the responsibility of all members of staff. Westfield Primary School does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities; and
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

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

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction and regular refresher training.

Types of unlawful discrimination

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
- Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- Indirect discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- Discrimination arising from disability occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
- Harassment occurs when a person is subject to "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".
- Third-party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.
- Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

7. 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 which are connected to a particular characteristic they have;

- taking steps to meet the particular needs of people who have a particular characteristic; and
- encouraging people who have a particular characteristic to participate fully in any activities.

The “protected characteristics” under the Equality Act are:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity
- marriage and civil partnership and
- age.

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer our Trust strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

8. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Learning for Life (PSHE) but also activities in other curriculum areas;

- ensuring there is a consistent, open and equitable approach to inclusion within school, where conversations about inclusion can be held without fear of rebuke;
- holding assemblies dealing with relevant issues and inviting external speakers to contribute;
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- encouraging and implementing initiatives to promote inclusiveness within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs; and
- developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

9. 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; and
- has equivalent facilities for boys and girls.

10. Equality objectives

We have two strategic objectives:

Objective 1:

To improve equality of outcomes for disadvantaged boys (who qualify for the pupil premium) who struggle to self-regulate (often exhibiting distressed behaviours), impacting on their behaviour and academic outcomes.

Why we have chosen this objective:

The Equality Act 2010 requires that the school must advance equality of opportunity for all by removing the barriers to access, participation, progression, attainment and achievement between people who share a protected characteristic and people who do not share it.

We have identified the affected group of pupils through analysis of termly behaviour-related data.

To achieve this objective, we plan to:

- train key staff on the 6 nurture principles and Boxall Assessment tool; and
- further upskill our staff to provide a clear pathway for assessment and identification to enable appropriate support to be provided for our children's SEMH needs; working with those with the highest levels of need first.

Objective 2:

To ensure that 100% of KS2 pupils are given the opportunity to participate in, at least one extra-curricular / cultural capital / life skills activity.

Why we have chosen this objective:

The Equality Act 2010 requires that the school must have due regard to the need to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Approximately a third of our students are from low-income families and so qualify for the pupil premium. Children from disadvantaged backgrounds are less likely to be encouraged to participate in extra-curricular/ cultural capital / life skills activities. We want to ensure that every child at Westfield Primary School participates in at least one such activity.

To achieve this objective, we plan to:

- offer students a range of subjects, such as: art, craft, dance, music, sign language, gardening and a variety of sports; many of which take place during lunchtime or before or after school
- use a proportion of our pupil premium funding plus funding available from Friends of Westfield (our PTA) to help cover the costs associated with delivering extra-curricular activities e.g. Bikeability training.
- ensure that at least 30% of our pupil premium pupils are offered the opportunity to take part in/ are selected to participate in all staff led extra curricular activities.

11. Inclusion and sense of belonging

A sense of belonging is a fundamental aspect of the educational experience that enhances learners' emotional and social well-being at Westfield. We are committed to fostering an inclusive school environment where all pupils feel valued, respected, and connected to their community. This aligns with the 2014 National Curriculum for England and adheres to the expectations established by Ofsted (Office for Standards in Education, Children's Services and Skills).

In relation to our pupils and staff we aim to promote a feeling of security and support where there is a sense of acceptance, inclusion and identity for all members of our community, so that they know that they are seen, noticed and matter.

Aims:

Promote Inclusivity: Create an inclusive environment that celebrates diversity and meets the needs of all learners.

Enhance emotional, psychological and social well-being: Ensure that every pupil feels a sense of belonging, which is crucial for their emotional and mental well-being.

Encourage Engagement: Develop opportunities for students to engage with the school community and contribute to the overall ethos of the institution.

Improve attendance: Encourage improved attendance through the culture of belonging.

How do we achieve our aims?

11.1. School Environment

At Westfield we offer a welcoming Atmosphere: We ensure the school environment is warm and inviting. Visual displays, signage in website for access to translation in multiple languages as required, and whole school displays reflect the diversity of Westfield, including books and an annual celebrating diversity week.

We work to ensure that our children understand that:

- There are no outsiders at Westfield
- Everyone is different
- We celebrate our differences
- We are all equal in our differences

11.2. Accessibility

The school is physically and emotionally accessible to all children, we put in measures as appropriate to include those with physical disabilities and those requiring special educational needs. This includes: compliant access ramps, stair evacuation chair, visual aids (as needed), standing desks, adapted/specialist seats, hand rails, foot steps/boosters, Zones of Regulation (every class), bespoke areas for emotional support/self-regulation, for example Tranquillity Cove, Dragon's Lair, Curiosity Corner and the Zen Den.

11.3. Curriculum

Culturally Relevant Education: Westfield incorporates themes of diversity, equality, and inclusion across the curriculum. We ensure that all subjects reflect cultural differences and promote mutual respect. Subject leaders are fully aware of diversity within their curriculum.

Community Connections: established links with local community groups (e.g. Mayford Grange retirement village) and organisations to enrich the curriculum and provide students with real-world connections (visiting farm).

11.4. Pupil Involvement

Student Voice: We establish mechanisms for students to express their thoughts, feelings, and concerns, such as regular surveys, school council, and suggestion boxes.

Peer Mentoring: We implement a buddy system where older pupils support younger ones, fostering a sense of connection and responsibility within the school community.

11.5. Staff Training

CPD: We provide regular training for teachers and support staff on diversity and inclusion, emotional literacy, and fostering a sense of belonging.

Awareness Campaigns: We organise workshops that educate staff about the cultural backgrounds of students, equipping them to create a more inclusive learning environment.

11.6. Parental Involvement

Engagement Activities: Westfield encourages parents to participate in school events, workshops, and social gatherings to strengthen community ties.

Parent/carer Voice: We establish mechanisms for parents/carers to express their thoughts, and have their say, such as regular surveys, class emails, parents' evenings, books looks and an open-door policy.

Communication: We maintain regular communication with parents about their children's progress and well-being, ensuring they feel involved and informed. Each term parents receive an update.

11.7 Monitoring and Evaluation

Regular Assessment: We look at pupil feedback and performance data to monitor the effectiveness of initiatives aimed at promoting a sense of belonging. The Inclusion team follow up 1:1 with children who demonstrate concerns in surveys or via worry bubbles.

Ofsted Readiness: We ensure that all activities align with Ofsted expectations regarding the safeguarding and welfare of students, as well as the promotion of students' spiritual, moral, social, and cultural development (SMSC). So that at Westfield we:

- ✓ Promote Equality: Ensuring that all pupils feel safe, secure, and valued, with schools providing a counter-narrative to social injustices.
- ✓ Consider engagement and attendance outcomes: Foster an environment where children are enthusiastic learners and achieve high levels of attendance and engagement.
- ✓ Promote Personal Development: We emphasise the importance of children's personal development, preparing them for the opportunities and responsibilities of adult life.
- ✓ Behaviour and Attitudes: We create a culture that supports good behaviour and encourages positive relationships across the school community.

By implementing this policy, we aim to promote an authentic sense of belonging among our pupils, contributing to their overall development and success of our children.

12. Monitoring arrangements

Responsibility for overseeing equality practices in the school lies with the school's Inclusion Leader and the Chairperson of the Local Advisory Committee

Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making. This document will be fully reviewed at least every 4 years

13. Links with other policies and school documents

This document links to the following policies:

- Accessibility Plan.
- Behaviour Policy.
- Anti-bullying Policy.
- Staff Behaviour (Code of Conduct) Policy.
- Prejudice Related Incidents Monitoring Form - see Appendix 1.
- EEEA Recruitment & Selection Policy
- Child Protection & Safeguarding Policy
- SEND policy
- Admissions policy

Appendix 1

Prejudice-Related Incidents Monitoring Form



Date of incident

Details of those involved:

	Perpetrator(s)	Victim(s)
Name(s):		
Status (Pupil, Teaching Staff, Other School Staff, Parent/Guardian, Other Adult, Other Child)		
Gender		
Ethnicity (use Surrey ethnic categories only)		
First Language		
SEND (Yes / No)		
Pupil Premium (Yes / No)		
Year Group		
Repeat offence/victim? (Yes / No)		

Equality category involved:

<input type="checkbox"/> Race	<input type="checkbox"/> Gender	<input type="checkbox"/> SEN and Disability
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Other (please specify below)
Other		

Additional prejudice-related factor(s) involved in the incident (if applicable):

<input type="checkbox"/> Race	<input type="checkbox"/> Gender	<input type="checkbox"/> SEN and Disability
<input type="checkbox"/> Religion or Belief	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/> Other (please specify below)
Other		

Type of incident (tick one only, ie the category which most closely describes the incident):

<input type="checkbox"/> Verbal abuse (eg name-calling, ridicule, comments, jokes)	<input type="checkbox"/> Verbal threats	<input type="checkbox"/> Damage to personal property
<input type="checkbox"/> Non-verbal abuse (eg gesture, mimicry, using pictures or objects)	<input type="checkbox"/> Physical intimidation or threats (eg expressed by gesture or physical proximity)	<input type="checkbox"/> Theft or extortion
<input type="checkbox"/> Cyber bullying (eg texting, email, facebook)	<input type="checkbox"/> Physical abuse (eg hitting, pushing, unwanted touching)	<input type="checkbox"/> Discriminatory/offensive graffiti

<input type="checkbox"/> Avoidance or refusal to interact	<input type="checkbox"/> Intimidation or threat with weapon	<input type="checkbox"/> Possession or display of discriminatory/offensive materials (eg racist insignia or publications)
<input type="checkbox"/> Collusion with behaviour of others	<input type="checkbox"/> Physical assault with weapon	<input type="checkbox"/> Other discriminatory behaviour
<input type="checkbox"/> Incitement (eg encouraging others to participate)		

Description of the incident:

When and where did the incident happen?		
<input type="checkbox"/> Travelling to school	<input type="checkbox"/> Between lessons	<input type="checkbox"/> On school premises after school
<input type="checkbox"/> On school premises before start of school	<input type="checkbox"/> During breaktime	<input type="checkbox"/> Travelling from school
<input type="checkbox"/> During lessons (in classroom)	<input type="checkbox"/> During lunchtime	<input type="checkbox"/> Away from school / During leisure time
<input type="checkbox"/> During lessons (in unauthorised location)	Specify location:	
Severity of incident		
<input type="checkbox"/> No offence was intended	<input type="checkbox"/> Hurt or distress caused, and pupil(s) responsible had previously been warned that their behaviour was unacceptable	
<input type="checkbox"/> Hurt or distress caused, but offending behaviour unlikely to be repeated	<input type="checkbox"/> Substantial hurt or distress caused, and/or behaviour was based on substantial hostility and prejudice, and/or may be repeated	
Summarise what happened and who was involved including witnesses, participants and bystanders:		
Other relevant information (eg relationship between victim and perpetrator, risk of repetition, changes made, other agencies involved, SEN, attendance issues, possible trigger factors such as media news items)		

Action taken (tick all that apply):

Victim-related	Perpetrator-related	School-related
<input type="checkbox"/> Parent/guardian informed	<input type="checkbox"/> Parent/guardian informed	<input type="checkbox"/> Class/peer group workshop
<input type="checkbox"/> Comfort and reassurance	<input type="checkbox"/> Apology to the victim(s)	<input type="checkbox"/> Assembly item
<input type="checkbox"/> Buddying, peer support	<input type="checkbox"/> Advice/pastoral support	<input type="checkbox"/> Letter to parents/guardians
<input type="checkbox"/> Counselling	<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> Policy review
<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> Referral to senior teacher	<input type="checkbox"/> Review of curriculum
<input type="checkbox"/> Education on e-safety	<input type="checkbox"/> Disciplinary action (eg detention)	<input type="checkbox"/> School campaign (eg posters)
<input type="checkbox"/> Referral to specialist help/agency	<input type="checkbox"/> Referral to specialist help/agency	<input type="checkbox"/> Staff training
<input type="checkbox"/> Medical treatment	<input type="checkbox"/> Fixed-term exclusion	<input type="checkbox"/> Initiative with learning community
<input type="checkbox"/> Review dates set	<input type="checkbox"/> Permanent exclusion	
<input type="checkbox"/> Other (please describe):		

<div style="border: 1px solid black; width: 100%; height: 30px; margin-bottom: 10px;"></div>	<input type="checkbox"/> Police informed <input type="checkbox"/> Other (please describe): <div style="border: 1px solid black; width: 100%; height: 30px; margin-top: 5px;"></div>	<input type="checkbox"/> Initiative with Local Authority <input type="checkbox"/> Other (please describe): <div style="border: 1px solid black; width: 100%; height: 30px; margin-top: 5px;"></div>
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Form completed by:

Print name	Position	Signature	Date

For advice and guidance on reporting and responding to incidents please refer to the prejudice-related incidents guidance notes available on Surrey Education Services (Education Safeguarding Team Resources Hub).

WESTFIELD PRIMARY SCHOOL

Appendix to Equality, Diversity, Inclusion & Belonging Policy Annual Report demonstrating compliance with the Public Sector Equality Duties

Date: 22nd January 2026
Reflecting on the 2024-2025 School Year.



Appendix to Equality, Diversity, Inclusion & Belonging Policy
Date: 22nd January 2026
Reflecting on the 2024-2025 School Year.
**Annual Report demonstrating compliance with the Public Sector
Equality Duties**

Westfield Primary School aims to meet its obligations under the public sector equality duty 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; and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The "protected characteristics" under the Equality Act are:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity
- marriage and civil partnership and
- age.

1. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

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

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction and regular refresher training.

For example:

- *pupils and staff through class assemblies.*
- *Heads report as part of FLAC meeting (for Governors), this took place in Summer 2025.*

- *Annual staff safeguarding training, took place in Summer 2025.*
- *Prejudice log, fed back to governors termly and County annually.*
- *Anti-bullying week held in November 2024. All year groups took part in workshops and/or a performance to raise awareness and knowledge as part of anti-bullying week.*
- *The whole school marked World Kindness Day with an assembly and acts of kindness. November 2024*
- *We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.*
- *All incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). They are logged on our CPOMS system and reviewed weekly by our DSL's at their weekly DSL meeting.*
- *A specific category has been added to CPOMS to help with monitoring and reporting on discriminatory incidents.*
- *A specific Equality, Diversity, Inclusion and Belonging page has been added to the school website.*
- *We have up-to-date policies which set out a clear message that discrimination is not tolerated: e.g. Staff behaviour (code of conduct), Behaviour, Anti-bullying, Child Protection and Safeguarding and Equality, Diversity, Inclusion & Belonging.*
- *Copies of the Anti-bullying, Child Protection and Safeguarding, Behaviour and Equality, Diversity, Inclusion and Belonging policies are published on the school website.*

2. 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 which are connected to a particular characteristic they have;
- taking steps to meet the particular needs of people who have a particular characteristic; and
- encouraging people who have a particular characteristic to participate fully in any activities;

For example:

- *We have accessible toilets available (Pod, Main building and Year 6 block)*
- *All areas of the school are accessible to wheelchair users through sloping entrances and wide doorways.*
- *Portable ramp available for use if required.*
- *Accessible ramps (Summer 2024) to playground*

- *Evacuation chair available to evacuate those with disabilities if needed in an emergency.*
- *Specialists meetings for sharing info about an individual child's needs, such as nurses.*
- *Uniform amendments - fair and transparent approach. Changes made to uniform policy make it more affordable for parents e.g. to allow black trainers to be worn and also highlight that most items of uniform can be purchased from local shops and supermarkets.*
- *Data for cohorts with protected characteristics, e.g. gender and race, are known, shared, analysed and acted upon to ensure the best outcomes for the pupils.*
- *Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.*
- *The principles of equality and diversity are embedded in our academic and social curriculum. Positive and proactive steps are taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips.*
- *The decision to suspend a child for a fixed period or permanently exclude a child is a last resort. Our suspension and exclusion criteria are defined in our behaviour policy and are applied consistently to every young person, irrespective of any protected characteristic. Reasonable adjustments are made where appropriate.*
- *Stand up desk available for pupils to assist with concentration and focus in class/ Swing foot desk/ wobble stool.*
- *Breakfast supplies purchased to offer to pupils who have not had breakfast before school.*
- *Uniform items purchased/given for pupils whose families are unable to purchase uniform.*
- *New shoes provided where families unable to purchase shoes (link with charities Sal's Shoes and Strikey Stork)*
- *Places at After School Club funded by the school.*
- *Foodwise charity food made available to families upon request.*
- *Foodbank vouchers issued when needed.*
- *Referrals made to Jigsaw and Strikey Stork when needed.*
- *Referrals for back to school new shoe vouchers made to Jigsaw*
- *Referrals for Christmas gift vouchers made to Jigsaw*
- *Wide range of SEND resources available.*
- *EAL resource pack provided to each class and further resources available.*
- *Free Bikeability cycle proficiency courses for years 4 & 5 , including opportunity for year 5 pupils to borrow a cycle to complete the course and receive an upcycled bicycle, helmet and accessories if required upon completion of the course.*

- *Subsidised free afterschool clubs for pupils e.g. boogie Pumps and Multisports clubs*
- *Free All Rise legal workshops organised for Years 5 & 6 , with sponsorship from local law firms.*
- *Participated in the PINS Project (Partnerships for Inclusion of Neurodiversity in Schools) which is a UK national initiative where NHS, DfE, local authorities, and parent carers work with mainstream primary schools to improve support for neurodiverse students, shaping whole-school SEND provision,*
- *Worked with Delight (arts based charity) - who provide subsidised projects for schools with higher than average deprivation*
- *Worked with the charities East to West and Matthew Hackney.*

3. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- *promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Learning for Life (PSHE) but also activities in other curriculum areas;*
- *holding assemblies dealing with relevant issues and inviting external speakers to contribute;*
- *working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;*
- *encouraging and implementing initiatives to promote inclusiveness within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs, school sports matches; and*
- *developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.*
- *Community link - our Year 3 children visit the residents of Mayford Grange (local retirement village) every 2 weeks to foster and embed inter-generational relationships.*

For example:

- *Annual diversity week allows the children to appreciate cultures and countries different to their own, including famous and diverse individuals from those countries.*

- *Whole school display celebrating diversity around school upon return to school, in September 2024.*
- *Children's' mental health awareness week held every February, with an annual "dress to express" day. We follow "Place 2 Be" theme each year, in February 2025 it was 'Know Yourself, Grow Yourself'.*
- *Annual well-being week in March 2025, which addresses areas which may affect a person's well-being and supports the children in how they can recognise their own emotions and support their own wellbeing. This annual themed week follows the 5 Ways to Wellbeing.*
- *Pupil lead learning about empathy and nurture principles.*
- *We celebrated World Kindness day and completed kindness challenges in November 2024.*
- *We award termly kindness trophies and certificates.*
- *We achieved the National Wellbeing Award for Schools, for the second time in June 2023 (having first achieved it in February 2020).*
- *Numerous age appropriate diversity and inclusion themed books are available for each year group. We ensure our resources are representative of our school community so that children can see themselves positively represented.*
- *Regular PRIDE assemblies which remind pupils to 'live' our values on a daily basis (reinforced by class reflection areas and information shared with parents through monthly newsletters).*
- *Our robust religious curriculum and Learning for Life curriculum promotes tolerance, understanding and appreciation of a range of religions and cultures*
- *Visitors are chosen carefully to enhance the school's (pupil, staff and parents) understanding of different protected characteristics, e.g disability. The materials, resources and messages are discussed in advance of delivery to ensure they promote equality and inclusiveness. Members of staff have the authority to stop delivery if it is deemed to be not promoting of these values.*
- *The school makes physical adjustments to ensure pupils and/or staff with physical disabilities can fully immerse themselves in school life and not be held back in any way. Support/advice from specialist organisations are sought e.g. visually impaired support, occupational therapy*
- *Our Inclusion Team have offered referral support for parents with difficult issues.*
- *Cooking on a Budget workshops provided at school in conjunction with representatives from the South Woking Foodbank.*
- *Parent/carers workshops offered regularly on a wide variety of topics to support home life and parents/carers (run both in-house and signposted).*
- *Wellbeing & mental health page on our monthly newsletter supports and offers advice/tips on supporting parent/carers own wellbeing as well as their families.*

- *SGO coffee mornings run termly to support and connect others with the same/similar family set up.*
- *Family Wellbeing Wednesday events run regularly after school to promote wellbeing activities, resources and access to third party support available for families at home.*
- *We make fortnightly visits to Mayford Grange, establishing an intergenerational link with our neighbours in the retirement village.*