

WESTFIELD PRIMARY SCHOOL

Equality, Diversity & Inclusion Policy

Autumn term - November 2022 (Rev2 Jan 2023)
Review Date: Spring term - February 2024

Appendix for 2021-2022 added 14th November 2022

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

Westfield Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and children.

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 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 and consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, 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 are responsible for:

- ensuring that the equality information and objectives as set out in this policy are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- 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;
- To 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 Equality 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 four strategic objectives:

I. To close the attainment and achievement gap within the school

- Assessment arrangements enable all pupils to attain at the highest level possible and do not put any group of pupils at a substantial disadvantage.

- All staff have an equal opportunity for promotion to all levels within the school.
- The school contributes to capacity building within the community.

II. To eliminate discrimination by developing common values of citizenship based on dialogue, mutual respect and acceptance of diversity.

- Curriculum content, including Learning for Life contributes to an appreciation of cultural diversity, and challenges prejudice, bias and stereotype.
- The mainstream curriculum including Learning for Life provides pupils with opportunities to learn about and become involved in the life of their communities.
- Behaviour and discipline policies and procedures reflect the commitment to developing well-being, mutual respect and acceptance of diversity.
- All staff and governors have the knowledge and understanding to provide opportunities to develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity.

III. To contribute to building good community relations and well-being for all and challenge all types of discrimination and inequality.

- The school works with its MAT partnership schools, the Local Education Authority and other providers to train its staff and governors on their responsibilities under relevant legislation.
- All staff and governors have the knowledge and understanding to promote good community relations, well-being for all and challenge discrimination.
- The school takes positive steps to promote good community relations.
- Partnership arrangements are conducted in line with the school's equality policies.

IV. To advance equality of opportunity for all by removing the barriers to access, participation, progression, attainment and achievement.

- The criteria and terms of offering a place at school follow SCC Admissions guidelines.
- The school excludes the minimum number of pupils irrespective of social or ethnic groups.
- All pupils have access to the full curriculum and no one group is over-represented in vocational routes or disappplied from the National Curriculum.
- The staff profile represents the diversity of British society.
- The governing body reflects the communities it serves.

11. 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 reviewed at least every 4 years.

12. 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.
- Safer 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 <small>(Pupil, Teaching Staff, Other School Staff, Parent/Guardian, Other Adult, Other Child)</small>		
Gender		
Ethnicity <small>(use Surrey ethnic categories only)</small>		
First Language		
SEND <small>(Yes / No)</small>		
Pupil Premium <small>(Yes / No)</small>		
Year Group		
Repeat offence/victim? <small>(Yes / No)</small>		

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: 10px;"></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: 10px;"></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 Policy

Annual Report demonstrating compliance
with the Public Sector Equality Duties

Date: 14th November 2022
Reflecting on the 2021-2022 School Year.



Appendix to Equality, Diversity & Inclusion Policy 2022
Date: 14th November 2022
Reflecting on the 2021-2022 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:

- *All new staff were required to complete the Educare Equality & Diversity training module as part of their induction.*

- *All staff completed the National College online education modules for Equality, Diversity & Inclusion and Protected Characteristics in the Autumn term 2021.*
- *Hi-lighting/reinforcement for pupils and staff through class assemblies.*
- *Heads report as part of FLAC meeting (for Governors), this took place in Summer 2022*
- *Annual staff safeguarding training, took place in Summer 2022*
- *Prejudice log, fed back to governors termly and County annually.*
- *Anti-bullying week held in November 2021. All year groups took part on workshops as part of anti-bullying week, the theme of which was: One Kind Word*
- *The whole school marked World Kindness Day with an assembly and acts of kindness.*
- *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 and Inclusion 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 and Inclusion*
- *Copies of the Anti-bullying, Child protection and Safeguarding, Behaviour and Equality, Diversity and Inclusion 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.*
- *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.*
- *Adaptations made to ensure continued access to the curriculum for all pupils during school closure or isolation of pupils as a result of the Coronavirus pandemic.*
- *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 exclude a child for a fixed period or permanently is a last resort. Our exclusion criteria are defined under the exclusions policy and are applied consistently to every young person, irrespective of any protected characteristic.*
- *Aspirations Day took place in September 2021.*
- *Stand up desk available for a pupils to assist with concentration and focus in class.*
- *Breakfast supplies purchased to offer to pupils who have not had breakfast before school.*
- *Uniform items purchased for pupils whose families are unable to purchase uniform.*
- *Places at After School Club funded by the school.*
- *Foodwise charity food made available to families upon request.*
- *571 Food bags provided to parents following donations of supplies from Woking foodbank.*
- *Foodbank vouchers issued when needed.*
- *Wide range of SEND resources available.*
- *Specific Ukranian books and resources purchased for Ukranian families that joined the school. Assistance with uniform also provided.*
- *EAL resource pack provided to each class and further resources available.*

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.

For example:

- *Annual diversity week allows the children to appreciate cultures and countries different to their own, including famous individuals from those countries.*
- *Whole school display celebrating diversity around school upon return to school, in September 2021.*
- *Childrens' mental health week held in February 2022.*
- *Annual well-being week in March 2022, which addresses areas which may affect a person's well-being, for example bullying, not being included*
- *Numerous age appropriate diversity and inclusion themed books are available for each year group.*
- *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*
- Increased pastoral support and well-being support provided to all pupils during school closure or isolation of pupils as a result of the Coronavirus pandemic.*
- 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.*
- Our pupils entered the annual 'Peace Competition', which promotes interreligious dialogue and mutual understanding between the followers of different religions.*