



Equality, Diversity and Inclusion Policy 2026-2030

All our policies are written to reflect, support and develop our ethos statement

"A community that cares about excellence, wonder and learning for life"

We provide a safe and exciting space where:

There is community

- There is a strong, friendly and respectful spirit within the immediate and extended communities, supporting learning and progress of and for all pupils*
- There is a sense of belonging*

There is care

- Everyone focusses on valuing and developing the whole child, nurturing a happy and kind atmosphere where asking for help and listening is what we expect of each other*
- We understand our actions and nurture respect for each other and the environment*

There is excellence

- There is a strong sense of ambition and high academic achievement along with excellent personal progress built around quality first teaching and research informed learning,*
- There is enrichment and high expectations beyond the curriculum*

There is wonder

- Every experience is more memorable than the last*
- Learning powers are nurtured and grow and grow*
- The implementation of the curriculum is rich, vibrant and creative*

There is learning for life

- There is an unstinting dedication to diversity and equality*
- There is motivation for the preservation of our environment and a thirst to become a conscientious contributor to making the world a better place*
- Pupils leave us with a thirst for knowledge and love of learning, autonomous and self-motivated, ready for their next stage and beyond*



Table of Contents

Legislation and Guidance	1
Aims and Objectives.....	3
Roles and Responsibilities	4
Community Cohesion	5
Engagement and Extended Services.....	5
Equity and Excellence	6
Teaching and Learning and the Curriculum	6
Admissions and Exclusions	6
Equal Opportunities for Staff.....	7
Breach of the Policy	7
Making the Policy Available.....	7

Legislation and Guidance

The Equality Act 2010 replaced all existing equality legislation and provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful. It replaces all existing legislation such as the Race Relations act, Disability Discrimination Act and the Sex Discrimination Act. The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. The duty came into force on 1 September 2012. It protects everyone in England and Wales, so it applies to all schools, regardless of type. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in the following ways:

-  In relation to admissions
-  In the way it provides education for pupils
-  In the way it provides pupils access to any benefit, facility or service
-  By excluding a pupil or subjecting them to any other detriment

The Equality Act extends the prohibition for directly or indirectly discriminating to what are now termed 'protected characteristics. These protected characteristics cover:

-  Age
-  Disability
-  Gender reassignment
-  Marriage and civil partnership
-  Race
-  Religion or belief (including lack of belief)
-  Sex
-  Sexual orientation
-  Pregnancy or maternity

Paragraph 1.15 of the DfE guidance linked below notes that age is only a protected characteristic in schools in relation to employment and the provision of goods and services. It doesn't apply to pupils, even if they're over 18. See pages 8 to 9. This is also true for protection based on marriage and civil partnership, which applies to employment but not to pupils – see section 84 of the Equality Act 2010.

Approved by Pupil Welfare and Community Committee on



This policy also reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach and the requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of the governing body as set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). It references [The DfE publication, The Equality Act 2010 Advice for Schools May 2014](#) and the work of the Equality and Human Rights Commission [EHRC]. [The Public Sector Equality Duty](#) stipulated by the Equality Act stipulates:

- The elimination of unlawful discrimination.
- A duty to advance equality of opportunity between people who share a protected characteristic and those who don't.
- A duty to foster or encourage good relations between people who share a protected characteristic and those who don't.

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities to publish:

- Equality objectives, at least every four years (from 6th April 2012).
- Information to demonstrate their compliance with the Public Sector Equality Duty (from 31st January 2012).

Actions the school will take:

- When making a decision or taking an action, assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that we develop policy and take decisions; not as an afterthought, and to keep them under review.
- Consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- Assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.
- Ensure the duty is integrated into the carrying out of the schools' functions.
- Rigorously ensure the analysis necessary to comply with the duty be carried out.
- Ensure the Equality Duty supports good education, improves pupil outcomes and results in taking action to improve the experience of different groups of pupils, through the planning and delivery of the curriculum, understanding the more we understand, the more we are able to empathise.
- Ensure, as schools, we will specifically monitor behaviour between pupils, specifically homophobic, racist, sexist statements, bullying and specify expectations of adults working with our pupils e.g. staff not using discriminatory language.

This Equality, Diversity and Inclusion Policy links to other specific policies and action plans that the schools produce including:

- School Strategic Plans for both schools
- The Equalities Statement
- Behaviour Policies for both schools
- Child Protection and Safeguarding Policy
- HR Policies and Procedures
- Staff Codes of Conduct/Key Information

Aims and Objectives

Intent

- We are committed to promoting equality and eliminating discrimination and harassment.
- At Honeywell Junior and Infant Schools we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our schools will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability.

Implementation

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining our ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

Impact

- All those within the school community feel treated as individuals
- The Rights Respecting School ethos promotes equality, celebrates diversity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Everyone in our school community has a positive self-image and high self esteem.
- High expectations of everyone involved with the whole school community are evident.
- Equality issues are openly and honestly dealt with.
- All practices, procedures and customs are fair to all.
- Positive and preventative action ensure all children have equal access to the curriculum.
- Tracking data of all groups of pupils show any gaps in attainment are addressed.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement.

Roles and Responsibilities

We believe that promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff and will therefore commit to the following training. All staff and governors will receive training (where appropriate) on the policy and their responsibilities. All new staff and governors will have the policy explained to them as part of induction arrangements. Following revision of the policy, changes will be communicated to all staff and “refresher” training will be arranged as necessary. All pupils will be given an overview of the policy and their responsibilities as appropriate for their age and stage of development.

Head Teachers and Leadership Teams

The Head Teachers and Leadership Teams will:

-  Demonstrate through their personal leadership the importance of the policy.
-  Ensure all staff are aware of the policy and understand their role and responsibilities in relation to it.
-  Assess and monitor the impact of the equality objectives and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, ensure that the additional resources are used appropriately. They will be targeted on the basis of identified need and outcomes are monitored.
-  Identify any staff training needs, and deliver training as necessary

Governors

All Governors will:

-  Agree this policy.
-  Assess and monitor the impact of the policy.

The Designated Governor for Equality and Diversity will:

-  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.
-  Have a specific responsibility for monitoring this policy and the equality objectives of each school. Stay up to date with these whole school outcomes in order to track attainment and progress.
-  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/carers.
-  Act as a ‘critical friend’ and support and challenge the schools’ development of the equalities’ agenda.

Staff

All staff will:

-  Familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Teachers will:

-  Understand the implications of the policy for their planning, teaching and learning strategies as well as in relation to managing behaviour.

Curriculum Leaders will:

-  Lead, manage and monitor equalities in the teaching and learning of their subject.
-  Liaise with other leaders to ensure coherence across subject areas.
-  Be aware of and act upon research and national and local developments.
-  Establish and maintain contacts beyond school, such as the collaborative and community organisations.
-  Work to achieve equality of opportunity throughout the schools.

Pupils

Pupils will:

-  Be made aware of how the policy applies to them.

Approved by Pupil Welfare and Community Committee on



- Learn to treat each other with respect and have the confidence to report incidents to adults.
- In their role as school councillors and other pupil leadership roles, tackle inequality and support the development of the equalities agenda.

Parents/Carers

Parents and carers will:

- Be encouraged to participate by reinforcing the schools' ethos at home.
- Model support for the equalities agenda in interactions with staff, children and each other.

Community Cohesion

We work together with our local community to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within our school.

The school will:

- Encourage our pupils to actively engage with others to understand what they all hold in common.
- Promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHCE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Make pupils aware of our behaviour and anti-bullying policies.
- Hold assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute when appropriate.
- Work with our local community. This includes inviting visitors, and organising school trips and activities based around the local community.
- Encourage and implement initiatives to deal with tensions between different groups of pupils 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. We also work with parents to promote knowledge and understanding of different cultures

Engagement and Extended Services

We aim to share good practice and offer pupils the opportunity to meet and learn from other people from different backgrounds, including their peers in the following ways:

- Links are built into the curriculum with pupils working together on a joint project or activity.
- Working with community representatives, for example through mentoring schemes or bringing community representatives into school to work with pupils.
- Strong links and multi-agency working between the schools and other local agencies such as, Children and Family Services and the Police.
- Engagement with parents through coffee mornings, open mornings, curriculum evenings, parent/carers meetings and curriculum events.
- A curriculum provision that supports and promotes high standards of attainment, including lessons that promote common values, protected characteristics, any new aspects of Keeping Children Safe in Education to help pupils to value differences and challenge prejudice and stereotyping
- Teaching that supports and promotes high standards of attainment for all pupils.
- Promoting common values that enable pupils to understand and comprehend the diversity that surrounds them.
- A Rights Respecting ethos that extends across the school community.



Equity and Excellence

Data is used effectively within the school, and children's progress is monitored closely through regular scrutinisation of books and monitoring of teaching. Data provided by internal tracking systems, Wandsworth Research and Evaluation Unit, Analyse School Performance (ASP) and The Fischer Family Trust is used to ensure that all children receive the level of support required to enable them to progress. Disadvantages suffered by people that are connected to a particular characteristic they have, will be removed or minimised. People who have a particular characteristic will be encouraged to participate fully in all aspects of school life.

In fulfilling this aspect of the duty, the school will:

-  Publish attainment data each academic year showing how pupils with different characteristics are performing.
-  Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
-  Make evidence available identifying improvements for specific groups.
-  Review further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Teaching and Learning and the Curriculum

The National Curriculum programmes of study can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/national-curriculum-in-england>

We aim to ensure that all learners access a rich, broad and balanced curriculum. Children are actively engaged in their own learning, which is evident in most elements of class teaching. Challenge is evident in lessons regardless of ability and appropriate scaffolding is provided where necessary. Support is also in place in the form of intervention strategies for pupils with SEND and targeted support for Learners who are learning English.

This is monitored through:

-  The use of contextual data to improve the ways in which we provide support to individuals and groups of pupils.
-  Analysing achievement data by ethnicity, gender and disability and action any gaps.
-  Taking account of the achievement of all pupils when planning for future learning and setting challenging targets.
-  Ensuring equality of access for all pupils and prepare them for life in a diverse society.
-  Using materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
-  Promoting attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
-  Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
-  Seeking to involve all parents in supporting their child's education'.
-  Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
-  Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils and the multicultural community in which we live.

Admissions and Exclusions

As foundation schools, admissions to the Nursery, Infant and Junior Schools are judged against the criteria set down by the Governing Body. These are in line with the Local Authority and the Admissions Code of Practice. Exclusions are based on the school's Behaviour Policy. We will closely monitor sanctions and exclusions to identify any inconsistency or potential discrimination (e.g. Special Educational Needs and Disability (SEND) or ethnicity) to avoid any potential adverse



impact on a child and ensure any discrepancies are identified and dealt with. Information on school discipline and exclusions issued by the Department for Education

<https://www.gov.uk/school-discipline-exclusions/exclusions> Coram Children's Legal Centre

http://www.childrenslegalcentre.com/index.php?page=school_exclusions

ACE Education also run a limited advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time. Information can be found on their website:

<http://www.ace-ed.org.uk/> National Autistic Society (NAS) School Exclusion Service (England) can be contacted on 0808 800 4002 or

via schoolexclusions@nas.org.uk Independent Parental Special Education Advice <http://www.ipsea.org.uk/>

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 keen to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer Duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

-  Monitoring recruitment and retention including bullying and harassment of staff.
-  Continued professional development opportunities for all staff.
-  Senior Leadership Team support to ensure equality of opportunity for all.

Breach of the Policy

We will ensure that all governors, staff, pupils and parents are fully aware of the content of the Policy and their responsibilities under it. All governors, staff, pupils and parents will be expected to abide by the policy. All persons covered by policy will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the policy – in the first instance to the Head Teachers and or member of the senior leadership teams. It will be for the Head Teachers in consultation with other relevant staff or Governors, to decide on the appropriate response to any breach of the policy, depending on circumstances and seriousness.

This may include amongst other actions:

-  Formal or informal warnings to pupils (under the School's Behaviour policy)
-  Formal or informal warnings
-  Involvement of Governors
-  Fixed term or permanent exclusion

Making the Policy Available

We will make this policy widely available both within the school community and in the wider community so that all the Governors, staff, pupils and parents/carers are aware of it and its contents. We will do this by:

-  Formally adopting the policy at a Governing body meeting and recording this in minutes.
-  Having copies of the adopted policy available to all members of staff.
-  Ensuring the policy is part of the school's induction programme for new staff.

Approved by Pupil Welfare and Community Committee on



- 🌱 Making copies available to parents on request.
- 🌱 Sharing it on the schools' website.
- 🌱 Producing the Policy in alternative formats on request.

Monitoring, Assessing and Reviewing the Policy

We will monitor the impact of this policy on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils. To monitor our pupils attainment we will collect information about pupils' performance and progress, analyse it and use it to examine trends. This will be completed at least termly. To help interpret this information we will monitor other areas that could have an adverse impact on pupil's attainment such as:

- 🌱 Exclusion
- 🌱 Attendance and punctuality
- 🌱 Harassment and bullying
- 🌱 Curriculum teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils
- 🌱 Punishment and reward
- 🌱 Membership of the governing body
- 🌱 Parental involvement
- 🌱 Working with the community
- 🌱 Support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular it will help us to:

- 🌱 Highlight any difference between pupils.
- 🌱 Ask why these differences exist and test explanations given.
- 🌱 Review the appropriateness of current targets and objectives.
- 🌱 Measure the impact of any interventions.
- 🌱 Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action).
- 🌱 Rethink and set targets in relevant strategic plans.
- 🌱 Make links with Performance Management objectives which will include qualitative information as well as quantitative data.
- 🌱 Take action to make improvements.