



Walter Halls Equality Policy & Action Plan

Reviewed: September 2024, Next Review: September 2025

Introductory notes

With the Equality Act 2010 which was introduced fully in April 2011 there is no longer a requirement that schools draw up and publish equality schemes or policies. It is good practice, however, for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

This model statement has been adapted from one which was developed in Derbyshire and first published in 2009. It has been amended in light of the Equality Act 2010, and of the specific duties that the Act will require of schools.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principle

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners, and their parents and carers, as of equal value:

- ☐ whether or not they are disabled
- ☐ whatever their ethnicity, culture, national origin or national status
- ☐ whatever their gender and gender identity
- ☐ whatever their religious or non-religious affiliation or faith background
- ☐ whatever their sexual identity

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and the kinds of barriers and disadvantage which people may face, in relation to:

- ☐ disability, so that reasonable adjustments are made
- ☐ ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- ☐ gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- ☐ religion, belief or faith background
- ☐ sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- ☐ positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- ☐ positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- ☐ mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- ☐ whether or not they are disabled
- ☐ whatever their ethnicity, culture, religious affiliation, national origin or national status
- ☐ whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- ☐ disabled and non-disabled people
- ☐ people of different ethnic, cultural and religious backgrounds
- ☐ girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- ☐ disabled people as well as non-disabled
- ☐ people from a range of ethnic, cultural and religious backgrounds
- ☐ both women and men, and girls and boys
- ☐ homosexual people as well as heterosexual.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- ☐ disabled people as well as non-disabled
- ☐ people of a wide range of ethnic, cultural and religious backgrounds
- ☐ both women and men, girls and boys
- ☐ homosexual people as well as heterosexual.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- ☐ disability
- ☐ ethnicity, religion and culture
- ☐ gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- ☐ disability
- ☐ ethnicity, religion and culture
- ☐ gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Ethos and organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- ☐ pupils' progress, attainment and achievement
- ☐ pupils' personal development, welfare and well-being
- ☐ teaching styles and strategies
- ☐ admissions and attendance
- ☐ staff recruitment, retention and professional development
- ☐ care, guidance and support
- ☐ behaviour, discipline and exclusions
- ☐ working in partnership with parents, carers and guardians
- ☐ working with the wider community

Addressing prejudice and prejudice-related bullying

10. The school is opposed to all forms of prejudice which prevent it from fulfilling the legal duties referred to in paragraphs 1–3:

- ☐ prejudices around disability and special educational needs

- ☒ prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- ☒ prejudices reflecting sexism and homophobia

There is guidance in the staff handbook and behaviour policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the governing body about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- ☒ promote an inclusive and collaborative ethos in their classroom
 - ☒ deal with any prejudice-related incidents that may occur
 - ☒ plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
 - ☒ support pupils in their class for whom English is an additional language
 - ☒ keep up-to-date with equalities legislation relevant to their work.
- Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

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.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We write and review an action plan for ensuring this Equality Policy is evident throughout our school

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

ACTION PLAN 2024

Equality Objective No. 1

To ensure the school's behaviour policy does not impact negatively on equalities groups

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> • Exclusions to get to an absolute minimum • All Pupils enjoy school and attend regularly 	<ul style="list-style-type: none"> • Analysis of exclusion figures indicates no specific groups are disproportionately represented. • No pupils with Statements of SEN are excluded • Boys are not over-represented in unauthorised absence figures

Activity	Lead	Progress Milestones
Departmental / Year group focus on engagement and enjoyment of lessons <ul style="list-style-type: none"> • Teachers engage in paired lesson observations. Feeding back 'good practice examples. • Pupil feedback on new teaching approaches • Plan range of innovative and creative teaching styles e.g. use of ICT, active learning, CP approaches 	Deputy Headteacher / or KS co-ordinator	Baseline information collated from pupil perception surveys October half-term. Range of strategies agreed and implemented – February half-term Evaluation of impact – attendance, exclusions, progress data.

Equality Objective No. 2: To eliminate discrimination, harassment and victimisation we will continue to oppose all forms of prejudice, including but not exhaustive: racism, anti-Semitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.

Activity	Lead	Progress Milestones
Ensure classroom displays are representative of our diverse community in terms of both school, wider community and the world. This includes race/gender and disability.	All staff	Diversity clearly reflected in classrooms. Class values/cultures are represented and celebrated. All children can see/identify with displays/working walls around school linked to culture, belief, background etc. Celebration of success across cultures/backgrounds/gender/religion is readily seen and valued by all.
Ensure whole school areas reflect our diverse community in terms of school, wider community and the world. This includes race/gender and disability.	All staff	
To continue pre COVID calendar celebration s of cultural events through the year (pre COVID Diwali after school event).	Senior Leaders RE lead	Pre- planned events such as Diwali /Christmas and other events culturally significant for our ever changing community. Ensuring this is reflected termly.
Continue developing RSE curriculum to ensure a wide and varied education on relationships with themselves and others.	Senior leaders	Pupil voice RSHE floor books
Ensure reading spine across school reflects a range of authors from diverse backgrounds and stories/books reflecting a range of cultures and backgrounds.	Reading Leaders	Reading Spine/ Reading records

Equality Objective No. 3:

To advance equality of opportunity between different groups by : Deep level data analysis of data – to identify/target specific groups who may be underachieving Monitoring and analysis of groups/clubs/extra-curricular – ensuring access for all


Activity	Lead	Progress Milestones
X 5 progress meetings with data monitored and analysed for attainment and progress of groups including PP, EAL, SEND where potential underperformance in terms of attainment and/or progress is identified Are there patterns identified in need of additional support?	SLT	Progress meeting data End of Key Stage Outcomes
Ensure all pupils have opportunity to participate in and make a positive contribution to school life	SLT Pastoral team FSW	Monitoring of club attendance/ leadership roles/ learning away/additional music tuition
Ensure wide variety of curriculum opportunities including books to celebrate achievements from all backgrounds to promote and inspire	SLT English leaders	Termly review of themes, assemblies & events
Designated SEND progress meetings to identify potential multiple barriers	SENDSCO	Progress and attainment

Equality Objective No. 4:

To foster good relationships we want to ensure all pupils can have more opportunity to appreciate/celebrate and share their own and others cultures alongside family and parents.

Activity	Lead	Progress Milestones
See objective 1 – re celebration of cultural events Long term plans – to reflect our community, parent consultations where appropriate e.g. culture share – food diversity etc	SLT DSL & Pastoral team FSW	Curriculum review Parent consultations Spring term pupil and parent voice

Policy written & checked by:

	NAME	SIGNATURES
Headteacher	Emma Beardah	
Governor	James Sullivan	