



William Davis Equality & Diversity Policy

Approved by staff and governors February 2021

To be reviewed February 2026



Check list for school staff and governors

- Is information collected on race, religion, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is information collected on sexual orientation with regards to staff? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, religion or belief, disability, sexual orientation, gender identity and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, religion, disability, sexual orientation and gender, and is this information used to make a difference to the experience of other pupils? Are all prejudice incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled, LGBT, role models from all religions and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, religion or belief, disability, sexual orientation, gender identity and gender?



- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

Equality Plan 2021



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William Davis Primary School, Wood Close, Cheshire St, London E2 6ET - 020 7739 1511

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7. Tackling discrimination
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1. Mission statement

At William Davis School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, gender reassignment, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At William Davis School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Equality and the law

Every school must meet its statutory duties as set out in the Equality Act 2010. We welcome our duties under the Equality Act 2010 to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation.

Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The school is required to make reasonable adjustments for all pupils, staff and parents/carers who are defined as having a disability, in order to remove barriers to full participation.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community



cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

3. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by race, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, religion or belief, gender, gender reassignment, sexual orientation and disability, without stereotyping;
- Promote attitudes and values that will challenge all discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek 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.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, religion or belief, gender, gender reassignment, sexual orientation, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

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This section deals with aspects of equal opportunities relating to staff at William Davis School.

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. However we are concerned 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, harassment and victimisation 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 religion or belief 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, harassment or victimisation.

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.

5. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parents coffee morning, and parent-school forum meetings;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, pupil voice sessions, whole school surveys on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support;
- Feedback at Governing body meetings.

6. Roles and Responsibilities

The role of governors

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- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, religion or belief, gender, gender identity, sexual orientation and disability.
- The governing body seeks to ensure that people are not discriminated against, harassed or victimised when applying for jobs at our school on grounds of race, religion or belief, gender, gender reassignment, sexual orientation, disability, age, pregnancy and maternity, and marriage and civil partnership.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, religion or belief, gender, gender identity, sexual orientation or disability.
- The governing body ensures that no child is discriminated against, harassed or victimised whilst in our school on account of their race, religion or belief, gender, gender identity, sexual orientation or disability.

The role of the head teacher

- It is the head teacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- It is the head teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The head teacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The head teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The head teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, religion, gender, gender identity, sexual orientation and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination



Discrimination, harassment and victimisation because of race, religion, gender, gender reassignment, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

All prejudice-related incidents are dealt with by the member of staff present, escalating to a class teacher / head teacher where necessary. All incidents are reported to the head teacher and prejudice incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Discrimination, harassment and victimisation because of race, religion or belief, gender, gender reassignment, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

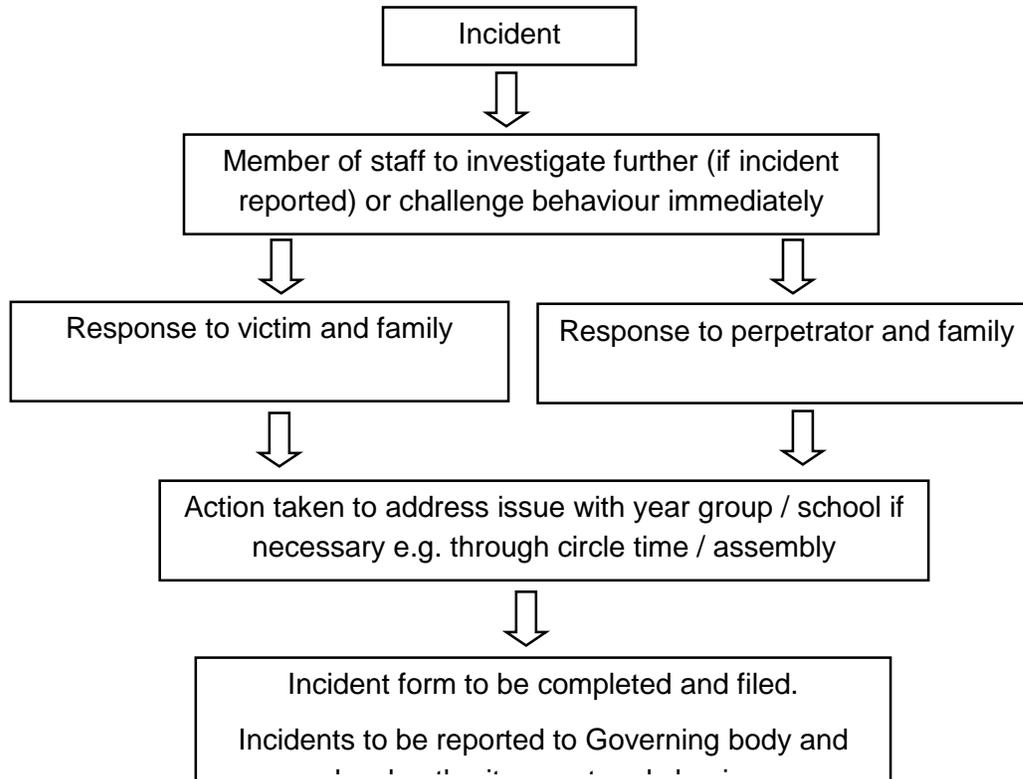
- Physical assault against a person or group; Use of derogatory names, insults and jokes;
- Graffiti;
- Provocative behaviour such as wearing discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.



Procedure for responding and reporting is outlined below:





8. Review of progress and impact

The Policy has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review our Equality Plan annually and accompanying Equality Objectives on a four year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9. Publishing equality objectives

In order to meet the statutory requirements under the Public Sector Equality Duty, we will:

- Publish sufficient information to demonstrate how we are eliminating discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations on the school website and in hard copy;
- Publish equality objectives on the school website and in hard copy.