



Equality & Diversity Policy

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Introduction

At Waterloo Primary School and Nursery, we are committed to providing an inclusive, equitable, and respectful environment where every individual is valued and supported to achieve their full potential. Our approach is fundamentally underpinned by our core values of SHINE:

- Strive
- Honesty
- Inclusion
- Nurture
- Excellence

We recognise that equality, diversity, and inclusion are central to both educational success and pupil wellbeing. We actively challenge discrimination, remove barriers to learning, and promote positive relationships across our school community. We adopt the definition of an equal society as one that protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish.

Legal Framework

Statutory Legislation

This policy has due regard to:

- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Public Sector Equality Duty (PSED)
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Human Rights Act 1998
- Education Act 2005 and Education Act 2011

We also recognise the principles of the UN Convention on the Rights of the Child (UNCRC).

Protected Characteristics

In accordance with the Equality Act 2010, the school protects individuals from discrimination based on:

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

Additionally, we commit to providing equal opportunities irrespective of caring responsibilities, social class, or trade union activity.

Public Sector Equality Duty

The school has due regard to the need to:

- Eliminate discrimination, harassment, and victimisation
- Advance equality of opportunity
- Foster good relations between groups

These duties are embedded across all aspects of school life.

Specific Duties

The school will:

- Publish equality information annually
- Publish and review equality objectives at least every four years
- Ensure transparency and accessibility via the school website

Reasonable Adjustments and Accessibility

We fulfil our duty to make reasonable adjustments by:

- Anticipating and removing barriers
- Adapting teaching, curriculum, and environment
- Providing appropriate support and resources

An Accessibility Plan is published and reviewed at least every three years.

Safeguarding and Equality

Equality and safeguarding are intrinsically linked. Discrimination, exclusion, or marginalisation may indicate safeguarding concerns. This policy operates alongside statutory safeguarding guidance including Keeping Children Safe in Education and Working Together to Safeguard Children.

Ofsted Inspection Alignment

This policy aligns with the Ofsted State-Funded School Inspection Toolkit, which evaluates:

- Inclusion
- Behaviour, attendance, and attitudes
- Curriculum and teaching
- Safeguarding
- Leadership and governance

We embed evidence-based, trauma-informed and relational approaches to build physical safety, deep emotional connection, and predictable trust. Staff establish connection before correction, using relational models to de-escalate anxiety and distress.

Aims & Commitments

Our approach to equality and inclusion is deeply rooted in our SHINE values, which guide the way we treat one another, structure our learning environment, and shape our decision-making.

We aim to:

- Strive to provide an inclusive and equitable education for all pupils, challenging them to reach their full potential.
- Act with Honesty by transparently identifying and addressing barriers to learning and participation.
- Promote Inclusion by reflecting diversity within our curriculum and school culture.

- Nurture positive, respectful relationships and ensure that all pupils and staff feel valued and supported.
- Pursue Excellence in making reasonable adjustments and ensuring fair, non-discriminatory opportunities for all.

We are committed to:

- Challenging discrimination, prejudice, and stereotyping
- Making purposeful, reasonable adjustments
- Promoting equality through everyday practice and policy
- Ensuring all stakeholders feel valued and included

Curriculum and Teaching

We provide a curriculum that is:

- Ambitious, inclusive, and representative
- Carefully sequenced to build knowledge
- Adapted to meet the needs of all learners

We ensure that:

- Diversity is reflected across subjects
- Teaching removes barriers to learning
- Reasonable adjustments are purposeful and effective
- All pupils can access high-quality teaching

Behaviour, Safety and Wellbeing

We promote a culture where:

- Pupils feel safe, respected, and valued
- Bullying, harassment, and discrimination are not tolerated
- Staff respond consistently and effectively to prejudice-related incidents
- Positive, nurturing relationships underpin behaviour systems

We actively monitor and address:

- Prejudice-related incidents
- Bullying, including discriminatory bullying
- Behaviour patterns across pupil groups

Inclusion and Equality of Opportunity

We ensure that:

- Pupils are identified early when facing barriers
- Support is informed by accurate assessment
- A graduated approach is used (assess-plan-do-review)
- External specialists are engaged where appropriate

We prioritise:

- Disadvantaged pupils
- Pupils with SEND

- Pupils known to children's social care
- Pupils with protected characteristics

We use data to:

- Identify gaps in attainment, attendance, and behaviour
- Inform targeted interventions
- Evaluate impact and refine practice

Staffing and Employment Practices

- **Recruitment and Selection:** Recruitment advertising will encourage applications from all sectors of the community. Job descriptions and person specifications will focus on essential, justifiable requirements. Selection decisions will be transparent, justifiable, and documented.
- **Pay and Progression:** Probation and appraisal procedures will be applied fairly and transparently across all staff. Pay decisions will be in line with the Pay Policy, ensuring fair application.
- **Professional Development:** All staff will have equal access to induction, personal, and career development opportunities.
- **Workplace Culture:** We maintain a supportive, inclusive, and safe working environment. Any employee found guilty of unlawful discrimination or harassment will be subject to disciplinary action, up to and including dismissal for gross misconduct.

Accessibility

We ensure that:

- The physical environment is accessible
- Curriculum and information are accessible to all pupils, parents, and visitors
- Barriers are systematically identified and reduced

The school's Accessibility Plan outlines how access will be continuously improved over time.

Roles and Responsibilities

Governing Body

- Ensure compliance with equality legislation
- Monitor equality information and objectives
- Ensure there are effective policies in place for managing recruitment, appraisal, behaviour, and complaints.

Headteacher

- Ensure effective implementation of this policy
- Lead on equality, inclusion, and staff professional development
- Ensure all customs and practices within the school adhere to the principles of equality.
- Promptly investigate and manage issues relating to potential discrimination.

Line Managers / Leaders

- Set a good example by treating all members of the school with dignity and respect.
- Address unacceptable behaviour and ensure staff act in accordance with this policy.

- Deal with complaints fairly, thoroughly, quickly, and confidentially.

All Staff

- Promote equality and inclusion as part of their day-to-day duties.
- Treat others in a fair, non-judgemental manner and actively challenge discrimination.
- Report any incidents of harassment, abuse, or intimidation.

Fostering Good Relations

We:

- Promote respect through our curriculum, assemblies, and the SHINE values.
- Develop pupils' understanding of diversity, cultures, and identities.
- Encourage inclusive participation in all aspects of school life.
- Engage constructively with families and the wider Waterloo community.

Equality Objectives

In line with the Equality Act 2010 (Specific Duties) Regulations 2011, the school publishes measurable equality objectives which are reviewed annually and updated at least every four years.

Equality Objective 1: Understanding and Valuing Diversity

- Objective: To ensure that the curriculum and nursery experiences actively promote understanding, respect, and appreciation of diverse cultures, religions, and identities.
- Rationale: It is essential that our curriculum actively promotes diversity, challenges stereotypes, and develops pupils' understanding of different cultures, beliefs, and identities to prepare them for life in modern Britain.
- Implementation: Deliver high-quality, inclusive PSHE, RSE, and RE curricula. Provide opportunities for pupils to engage with different faiths, cultures, visitors, and celebratory events.
- Intended Impact: Pupils demonstrate growing empathy, respect, and knowledge of all protected characteristics.

Equality Objective 2: Promoting Tolerance and Eliminating Prejudice

- Objective: To identify, reduce, and work to eliminate incidents of prejudice-related language and behaviour across the primary school and nursery.
- Rationale: Keeping children safe means establishing a zero-tolerance approach to discriminatory or prejudiced language.
- Implementation: Maintain robust systems for recording, tracking, and analyzing behaviour incidents. Deliver targeted teaching through assemblies and PSHE.
- Intended Impact: A continuous reduction in prejudice-related incidents and the cultivation of a deeply inclusive school culture.

Equality Objective 3: Promoting Equality in Recruitment and Representation

- Objective: To ensure our recruitment and selection processes attract and consider a diverse pool of applicants.
- Rationale: To ensure that recruitment practices are equitable, transparent, and reflective of a commitment to equal opportunities.

- Implementation: Standardise person specifications, use inclusive advertising strategies, and train hiring panels in fair and transparent selection.
- Intended Impact: Complete transparency in the recruitment process and a workforce that reflects a wide range of backgrounds and experiences.

Review and Evaluation

The Headteacher and Governing Body will:

- Review progress towards our equality objectives annually.
- Evaluate impact using qualitative and quantitative data.
- Refine strategies continuously to reduce barriers for vulnerable and underrepresented groups.

Understanding our School Community (2025-2026)

Appendix 1: Equality Impact Assessment

As a school, we need to ensure that all our strategies, policies, services, and functions, both current and proposed, have given proper consideration to equality, diversity, cohesion, and integration.

A screening process helps judge relevance and provides a record of both the process and decision. This screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services, and functions. Completed at the earliest opportunity, it will help to determine:

- The relevance of proposals and decisions to equality, diversity, cohesion, and integration.
- Whether or not equality, diversity, cohesion, and integration has been considered.
- Whether or not it is necessary to carry out a full impact assessment.

School:	Waterloo Primary School & Nursery
Chair:	
Lead:	
Contact:	

Proposal Title:	
Category:	☐ Policy ☐ Strategy ☐ Function ☐ Service ☐ Other: _____
Brief Description:	

Relevance to Equality, Diversity, Cohesion and Integration

All the school's policies affect service users, employees, or the wider community. These will have a greater or lesser relevance to equality, diversity, cohesion, and integration.

When considering these questions, think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation, and any other relevant characteristics (for example: socio-economic status, social class, income, unemployment, residential location, family background, and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		
Have there been or are there likely to be any public concerns about the policy or proposal?		
Could the proposal affect how services are organised, provided, located, and by whom?		
Could the proposal affect our workforce or employment practices?		
Does the proposal involve or will it have an impact on: • Eliminating unlawful discrimination, victimisation, and harassment? • Advancing equality of opportunity? • Fostering good relations?		

Considering the Impact on Equality, Diversity, Cohesion and Integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion, and integration, you have carried out an impact assessment. Please provide specific details for all three areas below:

How have you considered equality, diversity, cohesion, and integration? <i>(Think about the scope of the proposal, who is likely to be affected, equality-related information, gaps in information, and plans to address these, as well as consultation/engagement activities with those likely to be affected)</i>	
Key findings <i>(Think about any potential positive and negative impacts on different equality characteristics, or any perception that the proposal could benefit one group at the expense of another)</i>	
Actions <i>(Think about how you will promote positive impact and remove or reduce negative impact)</i>	

Governance, Ownership and Approval

Please state here who has approved the actions and outcomes of the screening:

Name:	
Job Title:	
Date:	

Publishing

This screening document acts as evidence that due regard to equality and diversity has been given. For record-keeping purposes, a copy will be kept on file with the policy and a copy kept with the governing body minutes.

Screening Date:	
Agreed at Governors:	