



The Children's House

Equality Policy

This policy should be reviewed annually and as required by legislation.		
Action	Reviewer	Date
Review	JC	Oct 2025
Approved by Chair of COM	BDB	Oct 2025
Date for next internal review		Nov 2026

EQUALITY POLICY

Introduction:

The Children's House is a place where children and adults of all races, religions, disabilities, gender, abilities and social circumstances will find security and respect for themselves, their families, other people and their traditions. This policy outlines our commitment to ensure that each member of the school community:

- Is treated fairly and equally
- Respects others and is respected
- Can express themselves and is valued as an individual
- Takes part in the full life of the school
- Has equality of opportunity to fulfil their potential

We believe that equality and non-discriminatory practice at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, valued and of equal worth.

The Equality Act 2010:

The legal framework for this policy is the **Equality Act 2010** which brings together previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995 and Sex Discrimination Act 1975.

The Equality Act 2010 covers the following protected characteristics:

- Disability
- Sex (gender)
- Race (Ethnicity)
- Pregnancy and maternity
- Religion or belief
- Sexual Orientation
- Gender reassignment
- Age
- Marriage and civil partnership



The Children's House

In our school we will ensure that at every level, in all our work and throughout all aspects of our school community and life therein, everyone will be treated equally.

Types of Unlawful Discrimination:

This policy includes our priorities and actions to eliminate discrimination and harassment for the above protected characteristics. Types of unlawful discrimination include direct or indirect discrimination, harassment, associative discrimination, perceptible discrimination, third party harassment and victimisation.

The Public Sector Equality Duty Act requires schools to publish information specific to our school community. This is set out in Appendix A. Our Single Equality Action Plan for 2025-2028 is at Appendix B.

Aims of this Policy:

The aims of this Policy are to set out our policies and practice in regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Children's House provides an education for everyone, acknowledging that the society within which we live is enriched by the diversity, culture and faith of its citizens.

The following concepts are key to our practice:

- Shared humanity: identifying commonality and shared values, aspirations and needs.
- Valuing difference and diversity: we appreciate the richness within our differences and look for genuine ways to celebrate and further our understanding of them.
- Inclusion: where barriers to learning are challenged so that each member of our school community can thrive, achieve and be valued for the unique contribution they make.
- Endeavour: we aim to inspire everyone to strive to realise and fulfil their unique talents and gifts.
- Our duty to promote equality.

THE SCHOOL'S COMMITMENT TO RACE EQUALITY

The definition of institutional racism is, 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour, beliefs or ethnic origin. It can be seen through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.'

We have a duty to:

- Eliminate unlawful racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Actions to ensure Racial Equality:

- Maintain a written policy on racial equality (Included within this Equality Policy);
- Review our obligations towards equalities duties annually;
- Monitor pupils and staff by ethnic group;
- Provide regular Equal Ops training and discussion for all staff;



The Children's House

- Ensure that all members of the school community know that they should report any racially discriminatory incidents to the Headteacher or Deputy Head, along with recording them on ISAM's within Wellbeing Manager, and that these will be dealt with appropriately under Behaviour Policy guidelines;
- Ensure that resources and displays reflecting the rich diversity of peoples from all world cultures and communities.

THE SCHOOL'S COMMITMENT TO DISABILITY EQUALITY

Definition of Disability:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

We are committed to ensuring that all children, staff and the wider community with any form of disability are not treated any less favourably in any of our procedures, practices and access to the curriculum.

We seek to:

- Promote equality between disabled persons and others, monitoring the number of children and staff with a disability;
- Eliminate discrimination under the Equality Act 2010.
- Promote positive attitudes towards disability ensuring that displays and resources reflect diversity.
- Positively use the curriculum to promote difference.
- Review the Disability Access/Action Plans annually.
- Respect the wishes of children and staff with a disability.

Tackling Disability Harassment:

Any incident of disability harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must:

- Stop the incident and comfort the victim.
- Reprimand the perpetrator and inform the victim about any action taken.
- If the incident is witnessed by other children or adults, tell them why it is wrong.
- Report the incident to the SLT and inform them of the action taken.
- Inform the class teacher of the victim and perpetrator and record what happened on ISAMs within Wellbeing Manager.
- The Head/s will inform both sets of parents, if appropriate.

Disability Access:

The School will:

- Maintain and monitor the school's Accessibility & Disability Plan
- As far as our resources allow, make reasonable adjustments and provision of resources for children with disabilities to ensure that they have equal access to the same educational opportunities as children without disability.
- Our Admissions policy does not discriminate against a child with disabilities and applications will be considered in line with the admission arrangements for all pupils. An applicant's disability will not prevent them from being offered a place and integrated into the school unless:
 - The content and delivery of the curriculum are such that the child would be prevented from fulfilling a major part of it; or



The Children's House

- The school would be unable to provide suitably trained staff, facilities or resources to allow the requirements of our curriculum and needs of the child to be met.

Responsibilities:

- All staff have a duty to ensure inclusion of children with disabilities.
- Wherever practicable the school will consider and seek to employ disabled people in posts suited to their aptitudes, abilities and qualifications in line with the Equality Act 2010.
- Members of staff who become disabled, so far as is practicable, should continue to remain employed by the school at the informed discretion of the Headteacher and Council of Management, dependent on their ability to carry out the duties of their post.
- The School will endeavour to make any reasonable adjustments to enable the employee to continue in their post or (if available) an alternative post, including:
 - A gradual return to work
 - A reduction in hours
 - Redeployment
- The School will provide staff training to raise awareness of disabilities, including children with disabilities and access to the curriculum. Teaching assistants will support as required, to help ensure that children with disabilities have equal access to the curriculum.

THE SCHOOL'S COMMITMENT TO GENDER EQUALITY

The Children's House will seek to eliminate unlawful discrimination and harassment and promote equal opportunities through:

- Reviewing children's attainment data by gender.
- Providing children with resources and planned opportunities to challenge gender stereotyping, supporting learning that shows no bias or judgement towards how anyone identifies and embrace diversity
- Ensuring that resources and displays promote gender equality and challenge gender stereotypes.

SINGLE EQUALITY SCHEME 2025-26

The purpose of our Single Equality Scheme is to fulfil our duties to promote equality for people with protected characteristics and embed fairness and equality at the heart of our school community and in all aspects of our provision, policies and practices. In promoting equality and complying with legislation we will aim to ensure that our actions are proportionate and relevant to the equality issues within our school. This means we will prioritise those actions that will enable us to tackle the most significant issues with regard to equality in order to deliver the best equality outcomes.

RESPONSIBILITIES

Council of Management:



The Children's House

The Council of Management has a duty to promote equality of opportunity and eliminate discrimination. Its role is to ensure the school complies with statutory requirements in respect of the school's policies and actions.

Senior Leadership Team (SLT):

The SLT promotes equality and eliminates discrimination by:

- Implementing this policy;
- Raising awareness of all the duties within the whole school community;
- Referring to relevant and up to date documentation from the Equality and Human Rights Commission;
- Ensuring understanding of the broad legal definition of disability;
- Ensuring the school has a named Equal Opportunities Co-ordinator: Jessica Collins;
- Ensuring action plans are undertaken for all protected characteristics by a working group to include a governor; SENCO; parent rep; Equal Ops Coordinator; SLT;
- Ensuring the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately;
- Providing appropriate training for staff and other members of the school community;
- Monitoring the outcomes and impact of policies, practices and action plans;
- Ensuring sponsored places are appropriately targeted and monitored.

Equal Ops Co-ordinator:

- Support all staff in the implementation of this policy, providing advice and accessing useful resources.
- Maintaining updated School in Context at Appendix A.
- Assisting the SLT in managing equality issues and concerns in circumstances of harassment and bullying.
- Sharing in devising and implementing the school's Equality Action Plan, updated every three years.

All Members of the School Community:

We regard equality for all as a responsibility for all. Staff, children and volunteers will contribute to ensuring that our school is a fair, just and cohesive community by:

- Contributing to the implementation and review of the school's Single Equality Scheme.
- Behaving with respect and fairness to all members of the school community.
- Following the school's procedures by reporting issues or concerns related to any form of harassment or bullying promptly to the Headteacher or Deputy Head. The Headteacher and/or Deputy Head will then talk to all parties concerned in a non- judgemental manner and assess the situation with the Equal Ops Coordinator. They will then use their professional judgement to decide on a course of action, which has the potential to range from a warning to exclusion.
- Teachers will have a responsibility for ensuring that the equality and diversity of the community is reflected in their planning and resources throughout the year.

HOW THE SCHOOL MEETS ITS COMMITMENT TO EQUALITY

Admissions and Attendance:



The Children's House

- A clear policy is made available on the website, Parent and Staff Handbooks and by request to the school's office.
- We address Equality and Diversity through ensuring that equality is included as an explicit aim in our school website. We will reflect the diversity of members of our society in our publicity and promotional materials.
- Our setting is open to all members of the community.
- Comprehensive information about children's ethnicity, languages, religion and physical need is included as part of our admissions procedure.
- Families are made aware of their responsibilities in relation to pupil attendance and absence.

Assessment, Achievement and Progress:

- We plan and set challenging targets for every child, free of gender, disability, cultural and social bias.
- Staff have high expectations of all children in both achievement and behaviour.
- We encourage children to improve on their own achievements and not to measure themselves against others. Parents will also be encouraged to view their own children's achievements in this light.
- Teachers provide opportunities for self-assessment eg goals/targets and support plans for children with SEN.
- Assessment is systematic, planned for, relevant and useful.
- Staff use a range of methods and strategies to assess children's learning.

Behaviour and Exclusions:

- Children, staff, parents and carers are made aware of the procedures for dealing with harassment and know that any language or behaviour which is racist, sexist or potentially damaging to any individual is unacceptable.

Creating an inclusive school:

Key factors:

- The class teacher has ownership of ensuring inclusivity within the classroom, with the support of Teaching Assistants where the need is identified.
- The School has a dedicated SENCO who co-ordinates the support plans for children with individual needs. She provides support to staff and also to individual children.
- Good communication is maintained between the school and the parents.
- Pupils and teachers are supported by external agencies and organisations eg Speech and Language therapist (weekly), occupational health and physiotherapist where the need is identified.
- Children learning respect and tolerance for one another and learning ways of working together so that everyone can participate.

Teachers:

- Accepting responsibility for the learning of all the children in their class.
- Maintaining accurate assessment information on each child.
- Ensuring a thorough knowledge of each child and how they learn best.
- Working towards the full participation of all children in their class for every lesson.
- Celebrating the achievement of every child.

The SENCO and SLT:

- Assessing the quality of learning for children with SEN and/or disabilities and their progress.
- Planning on a yearly basis for developing and improving disability access. This has recently included ramps, highly visible low-level handrails, high visibility marking tape on the church hall stairs, adapted toilet cubicles in both schools, accessible resources, rubberised playground including quiet areas.
- Providing training to staff where necessary eg manual handling, Makaton, managing children with challenging behaviour, training to use epipens and paediatric first aid.



The Children's House

- Arranging home visits for children with SEND where appropriate.

To foster the development of friendships, the school:

- Provides numerous opportunities for children to interact with their peers and other children in the school eg group activities, playtimes, and lunchtimes.
- Uses circle time and books to explore feelings.

The curriculum:

- Encourages children to develop positive attitudes about themselves and others through assemblies, circle times, targets, praise and rewards, friendship bench, monitors.
- Makes connections with local community. External speakers/ members of the local community will be invited in to talk during assemblies for example, leaders from faith groups, paralympic athletes; school trips and activities around the local community.
- Takes account of the ethnicity and background of all children, throughout the year but also during themed times eg Our Wonderful World week, Black History Month, Book Week, parents sharing religious and festival celebrations.
- Uses positive images and resources to promote and celebrate the diversity and richness of a wide ethnic and cultural society.
- Promotes tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching RE, Citizenship, PSHE but also activities in other curriculum areas . For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Enables children to feel empowered to learn and achieve by: providing encouragement and support to persevere; activities with achievable outcomes; praise and celebration of achievements eg assemblies, golden book, star stickers and certificates; contributing to the community eg singing at local elderly residents' home and sharing a tea party with them, charity fund raising (wheelies, harvest festival mini farmers market and bake-in, Christmas auction gifts and cards, Red Nose Day, Save the Children world den day); School Council and Children's Voice through assemblies, circle times, P4C sessions

English as an additional language:

- The EAL Co-ordinator (Jessica Collins) maintains a current EAL Register for children in the school and arranges transition meetings between teachers to provide consistency for children as they move through the school.
- In order to ensure each child's language and learning needs are clearly identified class teachers make an initial assessment of the child's English language acquisition, including gathering information about the child's ability in his or her home language. For children whose home language is not English and who are in the early stages of acquiring English, the class teacher completes a termly observation of the child's stage of English language development, which is shared with the EAL co-ordinator. Children's progress is monitored and Next Steps are put in place.
- All adults working with children promote understanding and communication through:
 - use of props, gestures and pictures
 - modelling correct English
 - individual or small group work
- Children not making expected progress are referred to the EAL/SEN Co-ordinator for further assessment and support.
- Teachers will provide rich language experiences and reinforcement of subject vocabulary for children with EAL.
- We value the home language and culture of multi-lingual children and plan for activities which include a child's home language eg parents reading stories.



The Children's House

Food:

- We work in partnership with parents to ensure that the dietary, medical and cultural needs of the children are met through Health Care Plans, lunch box guidance, no nuts policy, Healthy Living Week.

Language:

- We aim for a clear, concise use of language in our documentation.
- All members of the school community are expected to use appropriate language which does not transmit or confirm stereotypes or offend; creates and enhances positive images of groups of people with protected characteristics; creates the conditions for all people to develop their self-esteem; uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case.

Leadership and Management:

- Our school policies aim to reflect a commitment to equal opportunities.
- Policy and practice evaluation and review is used to identify specific actions to address equality issues.
- The performance of groups of children (gender, SEND, EAL) are analysed and actions planned for to improve performance.
- Bursary places are means tested and monitored to ensure children in need are targeted. The school funds extra support eg after school clubs, speech and language therapy.

Partnership with Parents:

- The school is governed by its Council of Management which is supported by an active Parent Committee.
- Information about children's progress and the curriculum is given to parents through a planned schedule of regular parent meetings.
- We actively seek and respect parents' views as part of our working partnership on behalf of the child.
- The school works closely with the Parent Committee eg meetings, annual fund-raising auction, summer fair, Love in a Box.
- We welcome the diversity and richness of all family lifestyles and encourage families to contribute stories, artefacts and resources of their everyday life to the school.
- We will take action against any discriminatory behaviour by staff or parents. Any discriminatory language and/or behaviour on or around the premises is totally unacceptable and will be dealt with immediately.

Partnership with External Groups and Agencies:

- We establish strong links with external agencies and groups, which reflect the diversity of London and the local community, and provide guidance and support for children with SEN and disability.

Personal Development and Pastoral Care:

- Provision is made to cater for the spiritual, moral, social and cultural needs of all children through activities such as circle times; themed and celebration assembly; parents and other visitors sharing their faiths and festivals with the children; themed weeks including Our Wonderful World, Black History Month, Book Week, Healthy Living; cultural visits and visitors such as trips to art galleries, African drumming, the Junk Orchestra, puppeteers storytelling; strings programme; plot to grow in at community garden; links with local places of worship.
- Children support charities through fund-raising eg making decorations and Christmas cards for the school auction, baking for harvest festival, running their Outreach stall at the summer fair, donating Love in a Box at Christmas time.



The Children's House

- Children's well-being is assessed termly using the Leuven well-being scales.
- Regular school council meeting provides children with a voice to communicate their concerns, likes and dislikes which are then acted upon by the school.
- Monitors take on responsibilities eg friendship bench, welcoming new children to the school at the transition Step Up Day.

Staffing, Recruitment and Development:

- All applicants for posts will be assessed against explicit and fair criteria.
- The applicant who best meets the criteria will be offered the post, subject to references and DBS clearance.
- The skills of all staff are recognised and valued.
- Staff handbooks, induction training and regular professional development activities and reviews are available for all staff members to support their practice in relation to this policy.
- Staff and visitors provide a wide range of role models and where possible reflect the diversity of the local and wider community.

Teaching and Learning:

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

- Provide equality of access for all pupils and prepare them for life in a diverse society.
- Have a flexible approach to the use of support staff.
- Ensure the teacher has ownership of the child's learning programme.
- Use materials and resources that reflect a range of cultural backgrounds without stereotyping.
- Use materials to promote a positive image of and attitude towards disability and disabled people.
- Ensure that the classroom is an inclusive environment in which all children can feel that their individual contributions are valued.
- Provide opportunities for children to appreciate their own culture and religion and celebrate the diversity of other cultures.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Ensure that the whole of the curriculum covers issues of equality and diversity.
- Take account of children's different ways of learning and individual needs.
- Seek to involve all parents in supporting their child's education.
- Promote attitudes and values that challenge discriminatory behaviour.
- Provide activities and educational visits that are inclusive of all groups of children.
- Make the best use of all available resources to support the learning of all groups of children.
- Identify resources and training that support staff development.

Links with other Policies:

This document links to the following policies:

- Accessibility and Disability
- Admissions
- Anti Bullying
- SEN
- EAL
- Safeguarding
- More Able
- Recruitment, Selection & Disclosure
- Religious Education



The Children's House

- SMSC

This Policy was reviewed, amended and agreed by the Council of Management in October 2025 It will be reviewed again in November 2026.

Agreed by Brodie Bibby, Chair of the Council of Management

APPENDIX A: SCHOOL IN CONTEXT – Sept 2025

School Population of Children (120):

Table 1, Population by Gender

Gender	Count of Gender	Percentage
M	58	48.33
F	62	51.66

Table 2, Population by Religion

Religion	Count of Religion	Percentage
Atheist	9	7.5
Catholic	5	4.16
Catholic/No religion	6	5
Christian	17	14.16
Christian Orthodox	2	1.66
COE	8	6.66
Christian Orthodox	2	1.66
Jewish	8	6.66
Christian / Jewish	1	0.83
Christian and COE	3	2.5
Catholic and COE	2	1.66
Hindu	1	0.83
Muslim and no religion	2	1.66
No Religion	41	34.16



The Children's House

Unknown	16	13.33
---------	----	-------

Table 3, Population by Ethnicity

Ethnicity:	Count of Ethnicity	Percentage
Any other mixed background	2	1.66
Any other white background	10	8.33
Black, Caribbean Heritage	1	0.83
Black British	1	0.83
Latino and White	3	2.5
White and Asian	6	5
Mixed White and Black African	1	0.83
Turkish and French	2	1.66
British Indian	1	0.83
White and Asian	8	6.66
White British	53	44.16
White Irish	2	1.66
White Mixed White European	2	1.66
White European	13	10.83
White other	4	3.33
White mixed	3	2.5
Mixed	1	0.83
Other	3	2.5
Information withheld / unknown	11	9.16

Table 4, Population that are Bilingual

Bilingual	Count of Bilingual	Percentage
N/A	95	79.16
English and German	4	3.33
English and French	7	5.83
English and Italian	3	2.5
English and Japanese	1	0.83
English and Mandarin	1	0.83
English and Spanish	3	2.5
English and Romanian	1	0.83
English and Chinese	1	0.83
English and Danish	2	1.66
English and Swahili	1	0.83
English and Gujarati	1	0.83



The Children's House

Table 5, Population by EAL

EAL	Count of EAL	Percentage
N/A	110	91.66
Japanese and German	1	0.83
Turkish and French	2	1.66
Russian and Italian	1	0.83
Russian and French	2	1.66
French and Portuguese	1	0.83
Italian	1	0.83
Danish	1	0.83
French	1	0.83

Table 6, Population by Wave Provision

Wave Provision	Count of Wave Provision	%
SEN Register	14	11.66
Wave 3	14	11.66
Wave 2	22	18.33
OT	3	2.5
SLT	4	3.33

This is our staff community: updated Sept 2025

		Number	%
Total Number of staff		39	100
Gender	Male	5	12.8
	Female	34	87.17
Ethnicity	Black:		
	Black Caribbean	2	5.1
	Black African	1	2.5
	Any other black background	1	2.5
	White:		
	White British	17	43.58
	Any other white background	10	25.64
	Latino	2	5.1
	Asian British	2	5.1
	Mixed race		
	White and Asian	3	7.69
	White and Black Caribbean	1	2.5
Religion/Belief	Christian	10	25.64
	Catholic	3	7.69
	Muslim	4	10.25
	Jewish	1	2.5
	Buddhist	1	2.5



The Children's House

	Not religious	18	46.15
	Prefer not to say	1	2.5
	Unknown	1	2.5
English as an additional language	Yes	7	17.94



The Children's House

APPENDIX B - ACTION PLAN (Sept 2025-Sept 2028)

Equality Strand	Priority	What we have done/ do already	Action	Responsibility	Timescale	Expected Outcome/ Impact
ALL	To ensure that all staff are aware of the Equality policy and action plan.	Equality plan is shared with parents and staff on the school website. Shared with new members of staff during induction.	Share Equality Policy and Action Plan with all staff (induction + staff meeting). Online Equality Act training on The Keys Site – certificated course.	SLT and EDI lead All staff members	End of October 2025 All staff complete Equality Act training 2026 Equality reminders in appraisal objectives, refresher in staff meeting 2027–28 Equality fully embedded in CPD cycle	Staff understand and apply Equality principles; inclusive practice embedded.
ALL	To ensure displays promote inclusion and diversity across all 'equality groups'	Some displays show diversity	An expectation to be shared with teachers that their displays should reflect diversity. Social media posts to convey diversity.	All staff SLT to monitor Social media lead	2025–26 Expectation shared, diversity represented in displays 2026–27 Annual display/social media diversity audit 2027–28 Diversity embedded in all communication	Pupils and visitors see diversity celebrated throughout school. Prospective parents see that diversity and inclusion is central to our ethos.
Race	To continue our work to establish greater diversity within the curriculum.	Training: "Beyond Black History Month" gave staff time to reflect on diversity and feedback highlighted	Conduct anti-racist curriculum audit	SLT EDI/ Subject leads	Curriculum Audit: Phase 1 : EDI lead to go through EDI	Pupils see themselves reflected in curriculum; staff continually improve inclusive representation



The Children's House

		<p>need for inclusive teaching year-round. Discussion of Goals.</p> <p>Audits: EYFS continuous provision is reviewed every two years to update and diversify resources in learning environments.</p> <p>EDI lead and SLT carried out ISA EDI audit.</p> <p>Celebrations: Staff and children celebrate their cultures through annual events such as Wonderful World Week, Black History Month, and World Book Day (including home languages and stories from different cultures).</p> <p>Workshops: African drumming and "Stories from Around the World" workshops are held each year during Black History Month.</p> <p>Resources: purchased some texts for Year 4 to reflect different ethnicities. EYFS has some that reflect diversity.</p>	<p>Literacy book Audit to follow curriculum audit to build on Literacy provision.</p> <p>Update KS2 texts for greater diversity.</p>	<p>All Teacher</p> <p>Literacy Lead /EDI/KS2 class teachers.</p>	<p>action plan priorities and embed teaching within curriculum.</p> <p>Phase 2: Staff meeting to carryout audits of curriculum subjects in Key stages. (EDI to lead session)</p> <p>Phase 3: Reflections and next steps. Staff meeting.</p> <p>Literacy Book review:</p> <p>Phase 1: Teachers count books in class libraries – calling on older pupils to support.</p> <p>Phase 2: Staff meeting to assess how diverse the books are – content and authors.</p> <p>Phase 3: Spring World Book Day – Ink@84 to provide diverse selection of</p>	
--	--	--	--	--	---	--



The Children's House

					books for children to buy.	
--	--	--	--	--	-------------------------------	--



The Children's House

<p>Disability Equality</p>	<p>Break down barriers to perceptions of disability.</p>	<p>Regular SEN training (including invisible disabilities). SENCO shares strategies for Wave 2/3 pupils across staff. We have invited and celebrate disabled role models (Paralympic athletes have been invited in, assemblies).</p>	<p>Celebrate the achievements of disabled role models within our community/ nationally and globally within our Curriculum/ Assemblies. To continue to provide greater opportunities for sport role models to be celebrated and invited into our school. SENCO to continue to provide Staff INSETS on supporting children within wave 2 and Wave 3.</p>	<p>Head All Staff PE Lead SENCO</p>	<p>2025–26 3 assemblies highlighting disabled role models 2026–27 At least 1 external visitor in each year group 2027–28 Regular role models/visitors embedded</p>	<p>Staff more confident supporting diverse needs; pupils develop acceptance and tolerance.</p>
<p>Gender Equality</p>	<p>To celebrate difference and challenge gender stereotypes. To train staff on LGBTQIA+ inclusion.</p>	<p>Pupil and staff enrolment forms (including equality monitoring) are now more inclusive; diverse family backgrounds are taught and celebrated, supported by books reflecting varied families, and Pride</p>	<p>Train staff on LGBTQIA+ inclusion; share glossary of terminology. EDI lead to visit a Good Practice school recognised for their work in promoting Inclusion and supporting</p>	<p>EDI lead / SLT</p>	<p>Spring 2026 EDI visit with feedback & glossary shared 2026–27 Whole-school LGBTQIA+ CPD complete</p>	<p>Staff are confident to challenge gender stereotypes; pupils experience inclusive curriculum. Staff have a greater awareness of how to support and promote LGBTQIA+ individuals.</p>



The Children's House

		Month reminders with ideas are shared by the EDI lead.	LGBTQIA+ communities and feedback to staff. .		2027–28 Inclusive practice embedded across curriculum	
Religious Belief	Promote community cohesions and parental participation	Whole school curriculum teaches and celebrates a range of religious festivals (Diwali, Eid, Christmas, Hanukkah, Lunar New Year etc). EDI lead organises whole school workshops. Faith leaders have on occasion visited to take assemblies.	Invite parents and faith leaders in to speak more regularly. KS1&KS2 trips to religious places of workshop.	SLT/EDI/ All Staff. Humanities lead	2026 3 faith visitor assemblies 2027 Annual mosque visit before Eid 2028 Regular religious visitors/visits throughout year	Children and parents feel their beliefs are recognised; tolerance strengthened. British Values.
Age	To promote positive messages about all ages, including older people by strengthening community links.	Highlight achievements of older people in curriculum. Feature books with older protagonists.	Reinstate care-home links (pen pals/visits with choir) and community group connections.	All Staff KS1&KS2	Christmas 2025 Choir visits care home 2026–27 KS1 and KS2 Pen pal programme twice yearly. 2027–28 Regular connections embedded (choir, pen pals, visits)	Pupils develop positive attitudes to older generations.



The Children's House

<p>Training</p>	<p>Provide training for all staff on Equality Act. All new staff members to complete as part of induction.</p> <p>Training around LGBTQA+ for all staff members.</p>		<p>Online training from The Key's - Equality Act. Certificated course.</p> <p>Possible course - JustLikeUs – LGBTQIA+ charity – CPD credited online course – free.</p>	<p>EDI/HR All staff to complete</p> <p>EDI to organise All staff to complete</p>	<p>Autumn Term 2025 – Oct. INSET Staff refreshers every two years.</p> <p>By Summer 2026</p>	<p>Staff confident on protected characteristics and how to promote them within school.</p> <p>Staff have greater knowledge and confidence when supporting LGBTQIA+ individuals and families.</p>
<p>Accreditations</p>	<p>Kindness Uk initiative Linking equality targets with kindness initiatives to embed representation of race, culture, disability and gender.</p>		<p>EDI lead to link equality targets with Kindness UK initiative and share with staff. Evidence work for accreditation.</p>	<p>EDI Lead All staff</p>	<p>Takes a year to complete. By Jan 2027</p>	<p>School to be recognised as a Kindness Uk School, highlighting all their work around promoting kindness through acceptance, tolerance and inclusivity.</p>