

Walter Infant School and Nursery

ANTI-BULLYING AND EQUALITY POLICY

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Walter Infant School Equality Scheme and Anti-Bullying and Discriminatory Policy Framework 2022 2025

Contents

1. Introduction
2. School Profile and Values
3. The Race Duty and Community Cohesion
4. The Disability Equality Duties
5. The Gender Equality Duties
6. Religion and Belief
7. Sexual Orientation
8. Age
9. Anti – Bullying and Discriminatory Policy Framework
10. Employment Practices
11. Equality Impact Needs Assessments
12. Consultation and Information
13. Equality Scheme Objectives
14. Roles and Responsibilities

Appendix 1 Walter Infant School: Accessibility Plan 2021 2024

Appendix 2

Pro-Forma for the Recording of Bullying, Harassment, Victimisation or Discrimination Incidents/Episodes

Section 1- Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

At Walter Infant School we will ensure that every pupil irrespective of race, disability, sex, age, religion or belief or sexual orientation is able to achieve high standards and that strategies are in place to monitor achievement and to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that Walter Infant School's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in Walter Infant School include, as reasonably as possible, a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

At Walter Infant School and Nursery we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The aim of this equality scheme is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

It is our intention that:

- every pupil will feel valued for who they are, so they can grow and flourish into confident, successful adults
- barriers to opportunity, achievement, success or enjoyment will be removed
- all our families will feel valued and their diversity recognised and celebrated
- our wider community will benefit from the work of the school, building on the values of community cohesion

Section 2 - School Profile and Values

Walter Infant School and Nursery is a large, successful infant school located close to Wokingham town centre. We have over 300 children from 3 years old to 7 years old and a caring, kind and dedicated staff of over 50 people, committed to providing a wonderful start to our children's education. Walter Infant School and Nursery is a vibrant, friendly, 'Outstanding' school with a strong, positive ethos. The children who attend Walter Infant School benefit from an exciting and effective education where every child is valued as an individual. Our children are encouraged 'to be the best they can be' and we promote perseverance and resilience, encouraging children to support others and to learn from their own mistakes.

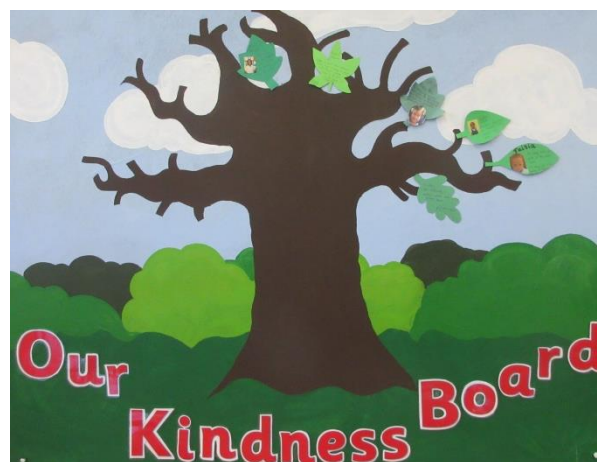
At Walter Infant School and Nursery we have five core values; the Walter High Five.

These values are: respect, kindness, honesty, resilience and Empathy. We teach the children the meaning of each of these behaviours and how they are displayed by and towards others.



Our values form the basis of our assembly themes, as well as our Social, Moral, Spiritual and Cultural (SMSC) provision. We have an age appropriate approach to sharing each value, using carefully selected texts, assemblies, toys, games and rewards; including a values badge for the children who have demonstrated all Walter Values or in instances, shown exceptional behaviour towards another child or adult. These rewards are celebrated with the whole school during our Friday assemblies.

We have a Kindness Tree; the children elect or recommend peers they feel have demonstrated kindness in a variety of ways. The children have a leaf on the tree dedicated to celebrating the kind behaviour.



We always work hard to help children to develop into confident, responsible and caring young people through clearly articulated parameters and in an atmosphere of tolerance and mutual respect.

We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

We will promote Fundamental British Values in line with national expectations: these values are Tolerance, Mutual Respect, Individual Liberty, the Rule of Law and Democracy.

To achieve this, we will:

1. Respect the equal human rights of all our pupils and to educate them about equality
2. Work to promote positive attitudes to disability by enabling all pupils involved in the school community to contribute to and, where ever possible, gain full access to all activities
3. Create an environment where respect and racial harmony mean that all pupils are able to reach their potential
4. Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations
5. Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context and vulnerable child status) and help overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils
6. Respect the equal rights of our staff and other members of the community
7. In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religion

Section 3 - The Race Duty and Community Cohesion

Walter Infant School recognises that people can experience discrimination on the basis of race which includes colour, nationality and ethnic or national origins. This discrimination can manifest itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. Walter Infant School will take all necessary measures to prevent and tackle racial harassment and help people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education and work.

Walter Infant School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

We will:

1. Tackle unlawful discrimination by:
 - Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them.
 - Dealing with complaints of discrimination and harassment promptly according to Wokingham Borough Council Guidance and notify complainants of the outcomes and action taken.
 - Encouraging dialogue between different racial groups within our community to ensure that these groups feel valued and fairly treated by all stakeholders.
 - Preventing racial discrimination and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups

2. Support cohesion by:

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our pupils and their families
- Encouraging pupils and their families of all ethnic groups to participate fully in all aspects of school life
- Using our support for the voluntary and community sector to promote good race relations
- Countering myths and misinformation that may undermine good community relations

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to:

- Promote the active participation of minority communities in shaping the future of our school
- Ensure Walter Infant School staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations
- Expand access across all communities and in all areas of school activity

Community Cohesion

At Walter Infant School we understand our duty to promote Community Cohesion. Our school considers this to be a fundamental part of our role. We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

At Walter Infant School

- We create a sense of shared values by celebrating the cultural diversity of our school community; for example, by celebrating a range of different religious festivals
- We develop an understanding in pupils that they all have a responsibility to their shared future through our curriculum, extra-curricular programme and Learning Community activities, including assemblies. Mutual respect, honesty, fairness and trust between different groups including pupils and teachers is embedded in the ethos of Walter Infant School and is addressed in our statement of values

We will evidence our effectiveness by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision
- A strong sense of individual rights and responsibilities within the school community
- That all children and parents feel they are being treated fairly and have the same opportunities
- That pupils trust Walter Infant School to act fairly
- That we have strong and positive relationships

Section 4 - The Disability Equality Duties

Definition of Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to undertake normal daily activities. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The law on disability discrimination is different from the rest of the Equality Act 2010 in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled.

This means that at:

Walter Infant School we are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

The Duty: The Equality Act 2010 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils
- Failure to make a reasonable adjustment can no longer be defended as justified
- The elimination of discrimination that is unlawful under the Equality Act 2010
- The elimination of harassment of disabled people that is related to their disability
- Active promotion of positive attitudes towards disabled people
- By encouraging participation in public life by disabled people
- By taking steps to meet disabled people's needs, even if this requires more favourable treatment

These apply to all disabled pupils, staff and those using services provided by schools.

Schools' Duty

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Schools will also need to have regard of the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

See **Appendix 1** for Walter Infant School's Accessibility Plan 2016-2019.

Additional Implications for Schools

1. The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

2. Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information we therefore send electronic copies of every document.

Additionally, events for parents and carers such as open evenings and meetings with teachers should be held in accessible parts of the building.

3. Hiring transport

School staff will need to be aware that when hiring transport there is a duty on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

4. Election of parent governors

The election of parent governors are covered by the Equality Act 2010 and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

Section 5 - Gender Equality Duties

Walter Infant School:

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes
- Is aware that staff with caring and domestic responsibilities may need to work part-time or have flexible working hours
- Will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes
- Is committed to ensuring the rights, under the Equality Act 2010, of transgender people

At Walter Infant School:

- We monitor pupil progress in relation to their gender and set targets accordingly
- We address gender stereotyping in context choices for our curriculum.

- Gender based disciplinary issues will be investigated and treated seriously. We monitor bullying by gender and report incidents to the Local Authority
- Gender issues such as sexual bullying, sexual exploitation, and domestic violence are addressed as part of our safeguarding training
- Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender

Section 6 - Religion and Belief

Walter Infant School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.

We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We are committed to eliminating discrimination and exclusion on the basis of religion or belief.

Equality with regard to religion or belief is promoted at all levels in Walter Infant School and particularly within the RE and PSHE curriculum.

This is supported by:

- Visiting speakers into assembly
- Raising awareness of local faith events
- Making provision for pupils to have space and dignity when practising their faith, or to take a course of study in their particular faith, if requested
- Flexibility to allow parents to request their children be withdrawn from RE lessons on moral / religious grounds
- We will monitor the effectiveness of our policy regarding faith and belief discrimination through:
 - Discussion with the subject leader for RE, regarding its priority on the curriculum and how it can best be supported
 - Discussion with the School Council regarding the matter, and taking account of their voice
 - Recording and analysing relevant behavioural incidents, and reporting that to Governors at least annually

Section 7 - Sexual Orientation

Walter Infant School is committed to combating discrimination faced by lesbians, gay men, bisexuals and those persons who have undergone or are proposing to undergo gender reassignment. We aim to ensure equality of opportunity for all people across services and employment. We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about lesbian, gay, bisexual and gender reassignment communities, both internally and to the community as a whole.

Protection from discrimination because of gender reassignment in schools is new for pupils in the Equality Act 2010. This means that it is now unlawful for schools to treat pupils less favourably because of their gender reassignment and that schools will

have to factor in gender reassignment when considering their obligations under the new Equality Duty. Gender reassignment is defined in the Equality Act 2010 as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so. Our school recognises the need to protect learners from unlawful discrimination, harassment or victimisation on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within Walter Infant School and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At Walter Infant School homophobic bullying, language and stereotypes will be challenged. The PSHE curriculum will address these issues as part of its Sex and Relationships Education (SRE) programmes of study.

Section 8 – Age

Walter Infant School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

Section 9 - Anti-Bullying and Discriminatory Policy Framework

Walter Infant School is a caring community; our school aims describe an establishment built around respect, responsibility and equality. The school behaviour policy is designed to support this ethos. It aims to promote an environment where everyone feels happy, safe and secure, and able to give their best.

All forms of bullying and discrimination are unacceptable and will not be tolerated. We define bullying as the repeated and deliberate action by an individual or a group that is an attempt to control/have power over an individual. A conflict between two equals is not considered bullying.

The school does not typically interpret these situations as bullying:

- Naturally boisterous behaviour
- The tendency to boss whoever is around

Bullying can be:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.

Bullying may include discrimination, harassment and victimisation and may be associated with race, disability, Special Educational Needs, sex, religion or belief, sexual orientation, or other vulnerable groups.

We recognise that bullying behaviour can be:

- Child to child
- Children to child
- Adult to child
- Adults to child
- Adult to adult
- Adults to adult

At Walter Infant School we aim to prevent bullying of any kind and create an ethos where acceptance, tolerance and respect for others are promoted in all we do. The school will act to prevent bullying occurring in the first place. Through the school ethos (i.e. positive relationships, modelling preferred behaviour, use of assemblies, circle times, rewards and sanctions), children will be taught appropriate behaviour and social skills which reflect the ethos of caring/valuing each other and which raises their self-esteem.

The school will act on all reported acts of perceived bullying as soon as possible, following the procedure flow chart (see **Appendix 2**) recording the incidents and passing the information to the Headteacher.

Children will be encouraged to:

- Always report any bullying of themselves or others – telling is OK
- Say no in a very loud voice
- Ask the perpetrator to stop
- Tell a member of staff straight away
- Never join in with bullying behaviour
- Reflect on their own behaviour and how they can show that they care for each other

Parents will be asked to:

- Inform the school immediately if they are aware of or suspect bullying is taking place
- Keep the school informed of any further incidents
- Encourage children not to be aggressive and treat others in the way they want to be treated
- Support the school if further action needs to be taken
- Governors will:
- Satisfy themselves that the school policy and systems are preventative, yet capable of dealing effectively with bullying should it occur

The staff and governors will promote anti-bullying and continue to reinforce what bullying behaviour is:

- Bullying behaviour is repeated behaviour that happens more than once
- If children feel they are experiencing bullying behaviour or they think someone else is, they must tell an adult they trust.
- We say 'NO' to bullying behaviour at Walter Infant School



The impact of our policy will be assessed through:

- Termly analysis of behavioural incidents and exclusions analysis
- The School Council
- Pupil and parent surveys

Staff will receive relevant training in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.

Section 10 - Employment Practices

Walter Infant School observes the principles of equal opportunities in how we employ, develop and treat our staff.

We will ensure:

- We observe and implement the principles of equal opportunities in employment by adhering to Local Authority guidelines
- We are fully compliant with the requirements of Safer Recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training
- All staff are subject to performance management and Lunchtime Controllers have an annual review
- The school will follow the advice of Local Authority officers in all matters regarding employment matters

Section 11 - Equality Impact Assessment

We are reviewing key policies, functions and procedures relevant to meeting the duties set out under the Equality Act 2010. In line with best practice the effectiveness of this Equality Scheme will be monitored and delivered through the Governors' role plus school improvement and self-evaluation processes. This will also inform future planning and focus.

Section 12 - Consultation and Information

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community.

We will include consultation on our policy and practices in relation to equality issues to parents and staff.

We will also involve stakeholders in the implementation and review of this scheme in the following ways:

- Pupils – The scheme will be discussed in PSHE sessions and through the School Council
- Parents – The Scheme will be put onto the website and parents will be notified of this
- Staff and Governors – The Scheme will be approved by Governors and the Senior Management Team and it will be shared with all other staff via the school website. Comments about it will be welcomed, either individually or through union representatives

Section 13 - Equality Scheme Objectives

Under the Equality Act 2010 the specific duties regulations require schools to:

a) Publish information to demonstrate how they are complying with the Public Sector Equality Duty

b) Prepare and publish equality objectives

Schools then need to update the published information at least annually and to publish objectives at least once every four years.

This section sets out the objective we have identified in order to eliminate discrimination, harassment or victimisation and promotion of equality in relation to race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

We are pleased to note that incidents of harassment and bullying are low at Walter Infant School and this is to the credit of all members of the school community, as we each play our part in creating a unique school ethos. However, we will not use this to become complacent and will continue to ensure that at all times bullying behaviour and discrimination are challenged and replaced with opportunity, relationship and community.

Objectives:

1. To ensure all pupil groups identified within the Equality Scheme have the same access, provision and opportunity as all other pupils and they are successful in all aspects of attainment and other outcomes
2. To ensure in all aspects of its work, Walter Infant School celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion

Section 14 - Roles and Responsibilities

The Governors are responsible for:

- Making sure the school complies with Equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed
- Reviewing the policy and its impact

The Head Teacher is responsible for:

- Making sure that the school Equality Scheme and its procedures are followed
- Making sure that all staff know their responsibilities, and where necessary receive training and support in carrying these out

All staff are responsible for:

- Promoting equal opportunities
- Dealing with any incidents involving discrimination, harassment or victimisation on the grounds of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment
- Being able to recognise and tackle bias and stereotyping
- Taking up training and learning opportunities

Visitors and contractors are responsible for:

- Respecting our Equality Scheme

The Governing Body, supported by the Head Teacher and staff, is responsible for ensuring the implementation of this scheme and accepts their responsibility to promote equality and eliminate discrimination, harassment and victimisation, as outlined in the Scheme.

This scheme should be read in conjunction with the school policies for Safeguarding, PSHE, Behaviour, SEN and Inclusion, PSHE, Confidentiality and Staff Employment.

Appendix 1:

Walter Infant School: Accessibility Plan

**Appendix 2:
Alleged Bullying, Harassment, Victimization or Discrimination
Incident/Episode Investigation Pathway**

