



EQUALITY, DIVERSITY AND INCLUSION POLICY

Rationale

At Warlingham School, we are committed to fostering a diverse, equitable and inclusive community of students, families, staff and alumni, built upon mutual respect for each other. We believe every person has unique contributions to make to others and to the world. We focus on the well-being and progress of EVERY child and where all members of our community are valued equally. We believe that the Equality Act provides a framework to support our commitment to valuing diversity. We value diversity and seek multiple perspectives, listening to others with an open mind. We promote positive change and will work together to represent all elements of our community and actively tackle all forms of conscious and unconscious discrimination within it.

We recognise that our school community is made up of staff and students from different backgrounds which brings with it its own challenges and opportunities. This policy seeks to ensure there is a sense of identity and belonging amongst our community and to be used as a platform to build on for positive social cohesion.

Vision

- At Warlingham we believe our school is a place where everyone feels safe, valued and able to fulfil their potential. We believe that all students should feel they belong, are valued and heard within our school setting. We believe that all our differences should be acknowledged, respected and celebrated and for all students to have the opportunities to fulfil their potential and not be obstructed by social factors that fall within the protected characteristics and other socio-economic factors.
- At Warlingham we empower all teachers with the knowledge and language of EDI literacy.
- At Warlingham we believe that our school should be a space that is built on systemic kindness and respect, and is actively anti-discriminatory.

Equality, Diversity and Inclusion Statement

At Warlingham we want our students to feel their school is a place in which they belong, a safe place to be themselves, to be challenged and a place where they can be heard; where their cultures and identities are welcomed, celebrated and fairly represented. Warlingham School seeks to prepare its students to be Global Citizens so it is important to teach them to live peacefully in the wider society where they treat each other with kindness and respect.

Aims and purpose of the policy

Our Equality Policy is developed in consultation with students, staff, governors and parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school. This policy has also been reviewed in consultation with our school's Anti-Racism Action Group, Student Anti-Racism Action Group and Pride Action group.

Aims

We seek to apply this policy to all aspects of school life including student admissions, teaching and learning, behaviour management, staff recruitment and career development, parental involvement and the role of the Local Governing Committee and Trustees.

Warlingham School aims to eliminate unlawful discrimination in all areas including but not limited to:

- progress, attainment and assessment
- behaviour, discipline and exclusion
- students' personal development and pastoral care
- teaching and learning
- admission and attendance
- the curriculum
- staff recruitment and professionals' development
- partnerships with parents, carers and communities.

We aim to:

- Have a positive approach to ensuring equality, as defined in the Equality Act 2010 including the Public Sector Equality Duty. Our Equality, diversity and inclusion policy covers all protected characteristics.
- Promote the principles of fairness and justice for all through the education that we provide.
- Celebrate and value individual and cultural diversity in our community and understand that diversity is strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- Ensure that rights and beliefs including those with no belief are protected and respected.
- Challenge stereotyping and prejudice wherever and whenever it occurs.
- Eliminate unlawful discrimination and harassment.
- Ensure that no students, staff, parents, carers, governors or any other person who has contact with school receives less favourable treatment on any grounds based upon their protected status.
- Ensure the school Policy on Behaviour - Rewards, Sanctions and Exclusions, including suspensions - take full account of the new duties under the Equality Act and make reasonable, appropriate and flexible adjustment for students with a disability.
- Closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.
- Foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life. We promote fundamental British values and an appreciation of democracy, liberty and the rule of law.
- Ensure that all recruitment, employment, promotion, career progression and training systems are fair to all.
- Provide continued professional development in equality and diversity to ensure staff are empowered with the skills and information to address and support equality within the classroom.
- Produce an Equality, Diversity & Inclusion Action Plan that shows how we will achieve our objectives. This is part of our School Improvement Plan.

Statutory obligations

Purpose

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty¹.

¹ The Public Sector Equality Duty or "general duty"

This requires all public organisations, including schools to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between different groups
- Foster good relations between different groups.

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.

- It is important that our community, the charities, agencies, organisations and individuals we work with to provide learning opportunities and wellbeing support to our students comply with this policy. We will ensure that these external organisations are researched and vetted for their values and affiliations.
- We will ensure that there are a diverse range of voices being heard when speaking about careers and aspirations so that students can see success role modelled.
- We will ensure the charities that we fundraise for are chosen by the students through the School Council.

As a community we have decided on the following shared definitions that are important to this policy:

Addressing prejudice and prejudice-based bullying²

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs and disability
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

Micro-aggressions³

The School appreciates that all pupils bring with them to school different life experiences. We hope, through curriculum and non-curriculum means, to highlight situations which might be considered a micro-aggression. We would define such instances as use of language or actions which causes seen or unseen offence to another person. We encourage early reporting of such instances by all members of the community. In all cases, educating those involved with a view to preventing similar occurrences in the future is key, along with maintaining a state of open dialogue so that peers can discuss micro-aggressions in a non-contentious way with one another.

A Calling-In Approach

At Warlingham, we are committed to tackling racism and other forms of prejudiced-based incidents through education, accountability and restoration. Our approach focuses on impact rather than intent. We recognise that intent is often difficult to prove and that focusing on intent can lead to defensiveness, denial and legalistic conflict. Instead, we hold all members of our community to account for the impact of their words and actions, ensuring that those affected by prejudice-based incidents are supported, heard and empowered.

We call this our 'Calling-In Process'. Rather than publicly calling out individuals in a way that shames or labels them, the calling-in process provides a structured opportunity for reflection, learning and reconciliation. It focuses on helping students understand how their behaviour has caused harm and what they can do to repair that harm, rebuild trust, and demonstrate personal growth. This approach promotes accountability through education and restorative dialogue, not avoidance or minimisation.

² Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity

³ a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group

Where there is clear and demonstrable evidence of intent or actions, the school will apply predictable behaviour consequences in line with our behaviour policy. However, many incidents—particularly those that are unprovable, involve multiple students, or take the form of prejudiced-based bullying—require a victim-centred response. In these cases, our priority is to address the impact, support recovery and resolution, and ensure the behaviour is not repeated.

The impact of prejudiced-based incidents reaches beyond individual interactions: it affects a student’s sense of safety, belonging, hope for the future and trust in the institutions that should protect them. Our vision is that every student will understand the calling-in process and the importance of focusing on impact rather than intent. We will train all students use this process constructively.

By embedding this shared understanding across our community, we aim to create a culture where all students feel safe to speak, confident that their experiences will be taken seriously, and committed to building a school that is both inclusive and restorative in its response to prejudiced-based incidents.

Protected Characteristics covered within the Equality Act 2010

Race Equality Statement

Warlingham school community recognises and nurtures the identity of children and staff of all ethnicities and cultures. Our school is committed to being an anti-racist school and strives to develop positive anti-racist language, awareness, images, role models and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that harassment will not be tolerated.

We recognise our legal and statutory duty in relation to the Race Relations Act 1976 and The Equality Act 2010. This policy seeks to go beyond our legal duty.

Commitments

Warlingham School is committed to:

- actively tackling racial discrimination, promoting equal opportunities and good race relations;
- encouraging, supporting and helping all students and staff to reach their potential;
- working with parents, carers and the wider community to tackle racial discrimination;
- ensuring that staff, parents and other stakeholders are aware of the race equality statement as it is found within the Equality Policy.

Actions

To achieve our aims with reference to protected characteristics we will:

- Take active steps to reflect cultural diversity and promote awareness and understanding.
- To challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping. At Warlingham School we have adopted the following definition of a Racial Incident: “A racist incident is any incident which is perceived to be racist by the victim or any other person.”⁴
- Work with students via our student forum-Student Anti-Racism Action Group (SARAG). enabling students to feedback to the Headteacher and the leadership team on issues of equality and diversity. It will be comprised of students from across the year groups and will meet termly with a member of SLT present.
- Establish an Anti-Racism Action Group (ARAG) comprised of staff, Governors, students and ex-students staff
- Strengthen links with parents and the wider community.
- Explore innovative ways of gathering the views of parents.
- Ensure the school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act.

⁴ Recommendation 12, Stephen Lawrence Inquiry, Sir William Macpherson, 1999

- Closely monitor data on exclusions and absence from school on a termly basis for evidence of over-representation of different groups and take action promptly to address concerns.
- Take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services in order to eliminate discrimination, harassment and victimisation.
- Ensure the right of all students to receive the best education the school can provide, with access to all educational activities organised by the School. We do not tolerate any form of behaviour that discriminates on the basis of race and ethnicity. All incidents of a racially motivated nature will be thoroughly investigated and appropriate sanctions applied.
- Ensure all incidents will be recorded through the school information management system (ARBOR) and CPOMS. Any incident whose impact is of a racist nature is to be kept in a central log of incidents that had a racist impact will be maintained by the Headteacher or designated member of the senior leadership team. Support, respect and understanding are shown to the victim. Following investigation and in appropriate circumstances, parents are informed by the senior member of staff if their child is involved in a racist incident. All incidents are reported to the Local Governing Committee and Local Authority. As educators we will always seek to secure a clear understanding of the impact of racism and educate as well as sanction racist incidents.
- Ensure our approach to tackling incidents of this nature is to place primary focus upon the impact upon the victim as opposed to the intention of the act.
- Support staff to ensure the Behaviour for Learning Policy is consistently and fairly applied.
- Be committed to having a curriculum that teaches respect and opportunities across all subjects to support students in valuing cultural diversity, recognising achievement, critical thinking and historical understanding.
- Assist in the identification of possible barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible to make sure that all students and staff are encouraged and supported to achieve their full potential.
- Ensure external referrals and SEND needs are monitored in relation to ethnicity.
- Educate staff and students on issues, concepts and theories pertaining to racism such as white privilege and white fragility, unconscious bias, microaggressions, the history of multicultural and multi-ethnic Britain, racial literacy, colourism, cultural appropriation etc so that all members of the community can recognise and report racism in all its forms.
- Review recruitment and employment practices to ensure they are anti-discriminatory.

Religion or belief or none Equality Statement

At Warlingham School, we recognise that it is important that all are treated with equal dignity and respect, which includes respect for religious or other beliefs.

Including, but not limited to:

- Atheists
- Agnostics
- Bahá'í
- Buddhists
- Christians
- Hindus
- Humanists (form of atheism)
- Jews
- Muslims
- No faith or religion
- Pagans
- Sikhs
- Other faiths and beliefs (unable to list all)

Commitments

Warlingham School is committed to:

- Ensuring the right of students, staff, parents, governors and visiting community members are not treated differently on grounds of their religion or belief.

Actions

To achieve our aims we will:

- Ensure all incidents of a religiously discriminatory nature are thoroughly investigated, action taken and where appropriate, sanctions applied.
- Ensure all students are encouraged through a comprehensive Society, Religion and Wellbeing Curriculum to explore a range of religious beliefs and to encourage respect and acceptance of others who have differing religions or beliefs or none.
- Educate staff and students on issues, concepts and theories pertaining to religious discrimination.
- Challenge stereotyped views.
- Ensure all staff are trained in their Prevent Duty.
- Take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services in order to eliminate discrimination, harassment and victimisation.
- Provision made for time and space for prayer and/or other religious/faith-based acts.

Pregnancy and Maternity

Under The Equality Act 2010, schools are required to provide protection for students from discrimination or less favourable treatment because of pregnancy.

Actions

To achieve our aim we will:

- Ensure if the situation arises within the school that students are given support and the school ensures quality provision is made.
- Encourage members of staff who become pregnant to arrange a meeting with Human Resources, as soon as feel they are confident to do so, in order to ensure appropriate maternity provision is put in place.
- Take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services in order to eliminate discrimination, harassment and victimisation.

Sex/Gender Equality Statement

At Warlingham School we seek to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men, transgender and non-binary people.⁵

⁵ The Gender Equality Duty (2006)

Commitments

Warlingham School is committed to:

- Being a fully inclusive mixed gender school, we ensure that students of one sex are not singled out for different or less favourable treatment given to other students.

Actions

To achieve our aim we will:

- Operate a curriculum that allows all students to access lessons.
- Ensure every effort is made to combat gender stereotypes with regard to curriculum choices and career opportunities.
- Ensure The School's Information, Advice and Guidance Strategy addresses gender stereotypes.
- Have a gender-neutral toilet/changing room available for staff or students who are exploring their gender and sexuality.
- Take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services in order to eliminate discrimination, harassment and victimisation.

Sexual Orientation LGBTQ+ (Lesbian, Gay, Bisexual, Transsexual, Questioning Equality statement

Warlingham School is committed to gender and LGBTQ+ equality. It is determined to foster an academic, anti-discriminatory environment in which everyone is included, respected and empowered to fulfil their potential.

Commitments

Warlingham School is committed to:

- Not tolerating any form of behaviour of a homophobic or transphobic nature.
- Ensure that all gay, lesbian or bi-sexual, Transsexual (individuals who do not identify As exclusively male (masculine identity) or female (feminine identity) students, or the children of gay, lesbian or bi-sexual Transsexual parents/carers are not singled out for different or less favourable treatment from that given to other students.

Actions

To achieve our aim we will:

- Ensure Incidents of this kind are reported through the reporting system which incorporates a specific tick box for homophobic bullying.
- Ensure all incidents of this nature are taken seriously and dealt with by the Senior staff.
- Teach students about tolerance, respect and how to establish and maintain healthy relationships within the PSHE curriculum which supports students to address relationships in all forms.
- Ensure issues around LGBTQ+ and bullying are addressed through assemblies, votes for schools and Tutor periods to ensure that the school generates a common language of acceptance of LGBTQ pupils and issues.
- Raise and consider any issues relating to sex equality, gender equality and LGBTQ+ equality, which affects students through the student and staff forum 'Pride Action Group'.
- Take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services in order to eliminate discrimination, harassment and victimisation.

Disability Equality Statement

Warlingham School is committed to removing barriers to access and to providing an inclusive and equitable environment that fosters an experience of the highest quality for all students and staff. We seek to create an environment that positively encourages equality of opportunity for disabled and neurodivergent pupils, parents/carers and staff and refuses to tolerate discrimination in any form.

The Act⁶ defines disability as when a person has a 'physical or mental impairment which has substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Commitments

Warlingham School is committed to:

- The equality of opportunity between disabled and able bodied people.
- Not treating a disabled student less favourably simply because that student is disabled.
- Ensuring that disabled students can play as full a part as possible in school life and will make any reasonable adjustments to support this.
- Eliminate discrimination that is unlawful as well as any harassment of disabled people that is related to their disability.
- Taking all reasonable measures to make the schools facilities and environment accessible and inclusive.

Actions

To achieve our aim we will:

- Provide an auxiliary aid or service for a disabled student when it is reasonable to do so and if the aid would alleviate substantial disadvantage that the student faces compared to non-disabled students.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Review the school site annually for accessibility.
- Encourage sharing of disabilities that are not visible and make any reasonable adjustments to alleviate disadvantage.
- Educate staff so that they are able to effectively address the needs of students with a disability⁷
- Ensure the school Policy on Behaviour - Rewards, Sanctions and Exclusions, including suspensions - takes full account of the new duties under the Equality Act and make reasonable, appropriate and flexible adjustment for students with a disability.
- Closely monitor data on exclusions, suspensions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.
- Take account of equality issues in relation to admissions, suspensions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services in order to eliminate discrimination, harassment and victimisation.

For additional information relating to the Disability Discrimination Act under the Equality Act 2010, please see:

- School Accessibility Plan.
- Special Educational Needs and Disability Policy.

⁶ The Equality Act 2010

⁷ A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as specific learning difficulties, autism, and speech, language and communication impairments. [Council for Disabled Children DfE 2022]

Community Responsibilities

School Governors are responsible for:

- Making sure the School complies with current equality legislation.
- Making sure this policy and its procedures are followed.

Every member of staff takes responsibility to:

- Treat all members of the school community with respect.
- Constantly recognise the contributions made by every child within the School.
- Ensure all incidents of a discriminatory nature are immediately challenged and recorded through the appropriate channels.
- Log all racist incidents in accordance with the statutory guidance.

The Class Teacher

- Ensures they are aware of the background of all children they teach and that students are treated equally and with respect. We do not under any circumstance negatively discriminate against any child.
- When planning activities teaching staff pay due regard to the racial and cultural and personal sensitivities of the class. Teachers strive to promote diversity and inclusivity and challenge
- stereotypes and assumptions.

The Role of the Headteacher

- To implement the School's Equality, diversity and Inclusion Policy.
- Ensure staff are aware of the Policy contents.
- Ensure all appointment panels give due regard to this Policy, so that no one is discriminated against when it comes to employment or training opportunities and that all staff work in an environment that is free from harassment.
- The Headteacher treats all acts of discrimination and unfair treatment seriously.
- The Headteacher monitors all incidents of discrimination.

The Role of Parents/Carers

- Parents/carers are expected to support the School's Equality, diversity & Inclusion Policy.
- Where a child has intentionally behaved in an unfair, unjust or discriminatory manner it is the expectation that the parents/carers will support the actions taken by the school and any sanction applied.
- The School works collaboratively with parents/carers so a strong and consistent message is delivered about appropriate behaviour.

The Role of the Students

- Students are to abide by this policy, in school and when travelling to and from school.
- When witnessing an incident of discrimination, a student must report it.
- A child who is a victim must report it to an appropriate adult so that the School can deal with the matter swiftly and effectively.

Responsibility for overseeing Equality, diversity and inclusion practices in the School lies with a named member of senior staff and attached governor.

Responsibilities include:

- Monitoring work on equality, diversity and inclusion issues
- Monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of potentially vulnerable groups of students
- Monitoring exclusions and isolations

Monitoring & Reviewing

We review and update our equality objectives every year and report annually to the Governing Body on progress towards achieving them. We involve and consult staff, students, governors and parents and carers. We publish an evaluation of the success in meeting these objectives, for parents and carers, on the school website.

- Any pattern of inequality found as a result of impact assessment should be considered for future planning and decision making
- Local Governing Committee will receive annual reports for review in the summer term, this will include reference to the school population, key initiatives and progress against targets and future plans.
- The Senior Leadership Team are able to monitor the impact of the Policy through SIMS and CPOMS and act accordingly to this data.

This Policy is supported by Tandridge Learning Trust's (TLT) Equal Opportunities in Employment Policy which is available on the TLT website.

Approved by Local Governing Body	Autumn 2025
Due for review	Autumn 2027
SLT Member	MS C Christie

Associated Policies

- School Accessibility Plan
- Special Educational Needs and Disability Policy
- Tandridge Learning Trust Equal Opportunities in Employment Policy
- Teaching and Learning Policy
- Behaviour Policy
- Anti-Bullying Policy
- Uniform Policy
- The Race Equality, Gender and LGBTQ+ and Disability statements can also be found as separate documents on the Equality and Diversity section of the website.

APPENDIX

Our Equality Objectives, as agreed with the Governing Body are:

1. To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community.
2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.
3. To actively close gaps in attainment and achievement between students and all groups of students; especially boys, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups paying close attention to intersectional identities.
5. To ensure accessibility across the school for students, staff and visitors with disabilities or those who are neurodivergent, including access to specialist teaching.
7. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen.
8. To reduce the incidence of the use of discriminatory language and prejudice-based bullying by students in the school.
9. To ensure the consistent recording, reporting and action by staff following incidents of discriminatory language and behaviour, including bullying
10. To review relevant school policies and publications to ensure they clearly reflect the aim of inclusivity
11. To achieve the Bronze Equalities Award.

In addition to the shared Equality Objectives above, the School has an Equality, Diversity and Inclusion Strategy and link governors with responsibility for this area.