

## Wallands Community Primary School

April 2017  
**Equality Policy**

### **Why we have developed this Equality Policy**

This Equality Policy for Wallands Community Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

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

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

### **Our school within the wider context**

Our equalities statement is guided by some core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality that already exist.

In line with the PSED (Public Sector Equality Duty) of the Equality Act 2010 we publish the following data:

Characteristic	Breakdown
Number of pupils	Total: %male %female
Number of staff	43 12% male 88% female
Number of governors	11 45% male 55% female

Attainment on entry	Broadly average from a large range
Pupil Mobility	
Free School Meals	%
Ethnicity	% white British % % %
English as an additional language	%
Special Educational Needs	%
Children with a EHCP or statement	

### Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

### Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

### We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere

- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

### **Our vision statement about Equality**

Wallands Community Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.

We are also guided by the United Nations Convention on the Rights of the Child.

### **We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services including:**

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- behaviour management approach and consequences
- exclusion procedures
- school clubs, activities and school trips

- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- home learning
- access to school facilities
- activities to enrich the curriculum e.g. school sports
- employees' and staff welfare

### **The roles and responsibilities within our school community**

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Development Plan (SDP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements

- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

### **How we developed our Policy - Participation and Involvement**

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

## **EQUAL OPPORTUNITIES CODE OF PRACTICE**

### **Religion**

At Wallands we:

- are sympathetic to religious dress requirements.
- teach the practices and stories of different religions

### **Ethnicity**

At Wallands we:

- are sensitive to whether children from ethnic minorities wish to contribute information from their background in class.
- include stories and books where the principal characters are from ethnic minorities.
- ensure that teaching resources should avoid stereotyping, e.g. pictures of third world countries should not always be "mud huts", and reflect accurate images of minorities.
- develop ways of ensuring children's names are pronounced correctly by all members of the school community.
- correct inaccurate ethnic descriptions, including those used in a derogatory sense, e.g. "Paki" is not only a derogatory word but may be used inaccurately in its ethnic description.
- promote knowledge and understanding of other countries/cultures throughout the curriculum.

### **Intellectual and Physical Ability**

At Wallands we:

- ensure all children have equal opportunity to participate in group/class discussion.
- organise our classes to promote flexible grouping, e.g. by ability, mixed ability, friendship, gender and not always sitting in "ability" groups.
- ensure equal access to the curriculum through differentiation.
- recognise and respect individual differences regarding ability and will challenge and discuss any offensive terminology, e.g. "spastic". We will promote positive images of individuals

with a disability and celebrate success. We are aware of the challenges presented by our buildings and facilities, and will continue to take every opportunity to improve them.

- Will attempt to provide for left handed children with scissors and rulers and the positioning of computer mice.

### **Gender**

At Wallands we:

- try to ensure girls and boys have equal access to the curriculum.
- endeavour to use resources that promote gender positive role models.
- do not tolerate sexist language e.g. "gay" used as an insult
- try to ensure equal access to teacher time.
- take care in how we respond to children on the basis of gender.
- organise our classes to promote positive discrimination
- implement a Code of Behaviour to ensure that children are not intimidated by others, regardless of gender.
- monitor achievement of boys/girls in formal assessments – SATS/Baseline

Assessment/Milestone data

- recognise and respect differences regarding sexual orientation and do not tolerate insults or abusive terms based on sexual orientation which could cause offence e.g. reference to sexual orientation, for instance 'gay' used in a derogatory sense.

### **Sexual orientation**

- We shall challenge and discuss terminology based on sexual orientation, used in a derogatory manner

### **Social and Economic**

At Wallands we:

- ensure financial hardship does not affect access to curricular and extracurricular activities (e.g. School visits, journeys).
- encourage children to socialise across socio-economic groups.
- ensure children are not discriminated against on grounds of address.

### **Age**

At Wallands we:

- implement a Code of Behaviour and Anti-Bullying Policy to ensure children are not intimidated by children of other ages.

### **Language**

At Wallands we recognise and respect individual differences of dialect and accent. With reference to individual differences, we endeavour to keep abreast of current acceptable terminology. We aim to increase awareness of the hidden messages in language which could cause offence, as well as the misuse of language e.g. use of the 'spastic' term.

### **Resources**

At Wallands we aim to extend our collection of artefacts and stories from all cultures. We are aware of the need to promote equal access to resources and to provide a classroom environment which reflects a variety of cultures and styles.

### **Stereotyping**

At Wallands we ensure all new resources are non stereotypical. Attention is drawn to current resources which may be stereotyped. We challenge children's behaviour and attitudes by encouraging them to think about what is presented to them in the form of images. We promote open mindedness and encourage children's expectations not to be limited by gender stereotyping, e.g. girls - fire fighters, boys - nurses.

### **Celebrating Differences**

At Wallands we create an environment and opportunities for children to discuss issues surrounding equal opportunities, e.g. Circle Time, Family Groups, Assembly.

Children with physical and/or learning difficulties are treated with sensitivity and acceptance by all staff and by all children.

At Wallands we encourage children to be themselves within a framework common to the whole school community. This framework provides a safe and secure environment for everyone whilst being sufficiently flexible to accommodate individual needs and differences.

### **How we developed our Policy - Using information**

We use data and other information about our school, and Equality Impact assessments (EQIAs) as a common sense measure to determine the effects of a policy, practice or project on different groups. EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. E.g. RAISE online data, incident reporting data

OfSTED inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously. E.g. contributing to the recently revised Behaviour Policy.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action. E.g. Behaviour and Attendance service, EAL support in school.

### **Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

### **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

Any incidents are recorded by a member of staff on a yellow prejudiced based incident sheet and based on the Head teacher pr Deputy Head teacher. Parents/carers are contacted following any incidents.

### **Implementation, monitoring and reviewing**

This policy was published on April 2017. It will be actively promoted and disseminated via School Council meetings, the school website and staff training events.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

### **Equality Objectives**

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every 4 years.



## EQUALITY OBJECTIVES: 2017 - 2021

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	To ensure all aspects of the the Unicef Rights Respecting level 2 Award previously achieved are in place.	Senior Leadership Team and Governors	September 2016- July 2017	October 2016 – staff training as part of INSET
All aims of duty	All protected characteristics	To increase the participation of pupils/students from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils/students involved in the decision-making processes of the school	Minority, marginalised and vulnerable pupils/students	Identify which groups are under-represented in the School Council and/or pupil voice processes within the school	Head teacher – look at makeup of School Council	May 2017	
Eliminate unlawful discrimination, harassment and victimisation	Sexual Orientation/Race/Gender identity/Disability/Religion or belief	To prevent and respond to all hate incidents and prejudiced based bullying	Students feel safer as reported in safer schools survey as feel incidents will be dealt with.  Increased staff confidence  Implementation of SIMS reporting for anti social behaviour and hate incident reporting to improve accuracy and	Whole school and specifically BME /LBGTU/SEND pupils/students or those from a Faith background	To review and update existing policies and practice relating to bullying (Opportunity to carry out EQIA).  Access staff training.  Ensure continuing professional development for staff to develop skills in identifying and challenging homophobia and transphobia	SLT  Anti-bullying lead	April 2017-April 18	

			increase reporting rates.		Promotion of hate incident recording to students.			
Eliminate unlawful discrimination, harassment and victimisation  Fostering good relations	Sexual Orientation	To ensure LGBTU pupils are accepted and homophobia is challenged	Increased staff confidence in dealing with and reporting rates of LGBT bullying.  Rates of LGBT bullying and use of homophobic language decreases	Whole school and specifically LGBTU students	Consider 'All sorts' training for all staff	PSHE Coordinator		
Advance equality of opportunity	Disability/ All	To increase PSHE skills for pupils	Improved ability by pupils/students to handle difficult situations and a reduction in classroom disruption	Whole school	Train staff in use of SEAL materials	SEAL (Social and emotional aspects of learning) co-ordinator	May 2017 –Sept 2017	
Advance equality of opportunity	Other	To improve the attainment of PPG pupils	Improved attainment	Children eligible for PPG	Collate and analyse data relating to attainment by target group Identify strategies to improve attainment of this group	SLT	Sept 2016 – July 2017	

