



Whiston Willis Community Primary School

EQUALITIES POLICY



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| Lead Responsibility | HEADTEACHER | Approved By Governors | July 2017 |
| Review date | July 2020 or sooner if required | | |

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

1. Policy statement

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Whiston Willis Community Primary school recognises that the Equality Act 2010 brings together into one Act those areas known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all take the responsibility to ensure equality is evident in all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We have high expectations of all our pupils and we aim to provide them with opportunities to succeed by providing the highest standards of teaching and learning.

We do not tolerate any member of the school personnel or others connected with school being victimised, harassed or bullied by another based on assumptions about their status within the school community. We will take swift and decisive measures when addressing any such form of bullying or harassment. Also, we will not discriminate against anyone because of their political affiliation.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support article 12 of the United Nations Convention on the Rights of The Child that children should be encouraged to form and to express views.

3. Equality objectives

- To provide a curriculum which promotes the whole school ethos of inclusion and equality for the whole school community.
- To ensure that all children have equal access to the curriculum and are able to achieve the best possible outcomes
- To provide a quality learning experience for each child in which all adults actively promote equality, inclusion and a celebration of diversity.
- To protect the well being of all pupils by challenging any non-inclusive views held by anyone within the school and the wider community.

4. Roles and Responsibilities

The Governing Body

The Governing Body has:

- Delegated powers and responsibility to the Headteacher to ensure that this policy is embedded into the culture of the school
- Responsibility for ensuring that the school complies with all equalities legislation
- Nominated and equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents that breach this policy.
- Engage with training for governors in order to ensure that all governors are aware of their responsibilities under equality legislation
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team will:

- Ensure this policy is embedded within the culture of the school
- Publish the equalities objectives of the school
- Ensure an Accessibility Plan is in place and updated every three years.
- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Work closely with the Governing Body and Link governor
- Provide leadership and vision in respect of equality inclusion and community cohesion
- Recording and dealing with incidents of racism, bullying and other inappropriate behaviour
- Seek advice to ensure that this policy is up to date.
- Ensure equal opportunities are prominent in all school documentation and work
- Regularly report to governors on the standards achieved by different groups within the school
- Provide guidance, support and training to all staff
- Monitor the effectiveness of provision in line with this policy
- Monitor the school environment to ensure that there are adequate examples of positive images associated with race, religion, disability, gender and sexuality

School Staff

All School staff will:

- Adhere to this policy and be fully committed to the school ethos
- Report and address all incidents of discriminatory behaviour and unequal treatment to the Senior Leadership Team

- Tackle all forms of bullying immediately and in an age appropriate way.
- Provide a stimulating, relevant and exciting curriculum and use a variety of teaching methods to ensure effective learning takes place for all pupils
- Promote equality through curriculum planning and delivery, classroom organisation, reinforcing the school ethos of inclusive practice
- Attend appropriate training sessions.

Pupils

Pupils will:

- Refrain from engaging in any discriminatory behaviour or other behaviour that contravenes the contents of this policy.

4. Eliminating discrimination

Whiston Willis is fully committed to inclusion and to celebrating diversity. The curriculum we offer both in PSHE and across all areas of learning consider a wide range of issues within our locality, society and delivers strong positive measures around inclusion, celebrating diversity and tackling discrimination.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

We are an equal opportunities employer and we adhere to the principles of equal opportunity in all aspects of recruitment

All school personnel have equal chances of training, career development and promotion.

Staff and governors are regularly reminded of their responsibilities under the Equality Act and periodic training is organised for all school personnel so that they are kept up to date with any new information and guide lines concerning equal opportunity.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racial, homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas through wider curriculum coverage and themed weeks of learning.
- Wider curriculum work considers the 17 Sustainable Development Goals (UNICEFO and promotes consideration of all others.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures and differences
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip is accessible to all and has equivalent facilities for all.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year. This document will be reviewed by the Governing Body at least every 3 years and earlier if required. This document will be approved by the Governing Body.

The effectiveness of this policy is demonstrated through the termly inclusion/safeguarding update report to governors which includes details about any incidents of discriminatory behaviour.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND policy