

Willoughby Primary School

'Learning for Life'



Equality Policy

The Equalities Act 2010 requires all public authorities, including schools, to develop and publish a set of equality objectives by April 6 2012. The whole purpose of the Equality Policy is to ensure there is no discrimination as defined by 'protected characteristics'

GUIDING PRINCIPLES

In fulfilling the legal obligations cited below, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents/carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- Gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

SCHOOL CONTEXT

Willoughby on the Wolds Primary School is a small, friendly village school in an attractive environment. Our numbers fluctuate around 45-55 pupils on roll. We pride ourselves on the fact that our school is a happy school with a friendly, family atmosphere. Small class sizes for much of the day ensure that children's individual needs are catered for. A detailed description in relation to ethnicity, gender and disability is found in our Raise Online published data. We are part of a close knit cohesive local community where there have been no reported hate crimes. Attainment of pupils with protected characteristics as compared with those pupils who do not have a protected characteristic is on a par.

MISSION STATEMENT

Willoughby Primary School has chosen to adopt this policy, based on Nottinghamshire's model Equality policy and adapted for our own 'small school' environment. We are committed to ensuring this policy is actively implemented and is focused on achieving positive outcomes. This policy will be implemented through day to day practice and links to other school policies, to ensure equality.

LEGAL FRAMEWORK

This policy is in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to help Willoughby Primary School meet the general duty to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Subject areas will be kept under review, by the Head teacher and may be commented upon as appropriate by visiting governors. A variety of resources are available. We are committed to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data are collected via Raise Online and analysed for significance, to inform planning and provision to support individuals and groups of pupils. With small cohorts the specific needs of our pupils are more easily met and we are able to scrutinise assessment materials for any cultural bias.

ETHOS AND ORGANISATION

At Willoughby primary School our aspirations are set out under our aims in the Prospectus, for the school and for pupils, parents/carers and staff. Equality and diversity principles will run through all our day to day practices and be embedded in all our policies. Specific areas of practice such as:-

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- Care, guidance and support
- Parental/carer involvement
- Working with the wider community and community cohesion
- Behaviour, discipline and exclusions
- Teaching styles and strategies
- Staff recruitment, retention and professional development
- Inclusion (linking to curriculum, participation etc.)

This section will be closely linked to the Guiding Principles section of this policy.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

Willoughby Primary School takes seriously its legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals. The standard definition now adopted by most public bodies is:-

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

Racial incidents are reported termly to the governing body in the Headteacher's Report to the Governing Body.

Willoughby Primary School proactively addresses issues around prejudice and bullying, through work in assemblies, PSHE and Citizenship.

ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring the school complies with the legislation, and that the policy, the school's practice and related procedures and any action plans are implemented and regularly reviewed and monitored.

The Chair will have particular responsibility for this area of work, and the Pupils & Strategic sub-committee will take reports on progress and review the policy.

The Head Teacher is responsible for the overall implementation of the policy on a day to day basis. The Head teacher is responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur.

INFORMATION AND RESOURCES

To ensure that the content of this policy is known by all stake-holders, including governors, staff, parents/carers, and pupils and opportunities provided for each stake-holder group to actively engage with the development of, implementation of, and monitoring and evaluation of this policy and all related activities it will be outlined in newsletters and published on Fronter.

Support is available from the LA and can be accessed by applying for as specific course or by inviting a trainer to come to lead a staff meeting.

We will annually collect and publish relevant equality information as specified under the specific duty on public bodies in the Equality Act 2010. The type of information we will collect and how we will use this to inform our developing practice and the setting of our equality objectives. Such examples might include (broken down by protected characteristics) profile of pupils on roll; attainment data; attendance data; exclusions data; hate incidents etc. This could be qualitative as well as quantitative. We will use Raise Online data to publish in newsletters.

STAFF DEVELOPMENT AND TRAINING

Staff across all sections of the community (teaching, support, mid-days, office staff etc) will have their professional development needs met in relation to this agenda and INSET opportunities and meetings will be the main vehicles to deliver any relevant training.

BREACHES OF THE POLICY

Concerns/complaints about the implementation of the policy or any infringement of it will be dealt with. complaints' policy and indicate how complainants can access a copy.

MONITORING AND EVALUATION

The impact of the policy will be measured and reviewed annually. The policy itself will be subject to review every 3 years from January 16 onwards. Any quantitative and qualitative data collected will be analysed (equality information), and used to adapt our policy and actions if required. Stakeholders will be invited in newsletters to engage with the process of evaluation.

DATE OF APPROVAL BY GOVERNING BODY: 1/2/12

Chair of Governors _____

REVIEWED 14/1/15 & 13/1/16 & 16/1/19 & 16/1/20 & 13/1/21