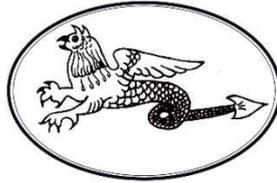


WHERWELL PRIMARY SCHOOL



EQUALITIES POLICY

(including Equalities Information & Objectives)

Let's love to learn and thrive together

Date Agreed	Prepared By	Agreed By	Comments
July 2016	AK	Governing Body	Reviewed every 4 yrs but monitored annually.
July 2020	MC	Governing Body	Reviewed every 4 yrs but monitored annually
Feb 2023	MO	Governing Body	Reviewed every 4 yrs but monitored annually (review Feb 2027)

INTRODUCTION

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

Under the Equality Act 2010 disability refers to a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on an individual’s ability to do normal daily activities.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school’s Manual of Personnel Practice.

NATIONAL & LEGAL CONTEXT

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, pregnancy and parenting), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

SCHOOL CONTEXT

We are an average primary school in rural Hampshire with c. 140 children.

Basic Characteristics of the School

	2019		2020		2021	
Number on roll	144		149		142	
Gender split M/F	66	78	68	81	62	80
Pupils from minority ethnic groups	22		19		22	
%age of pupils whose first language is not believed to be English	7.64%		7.33%		7.75%	
Disability	2		2		0	

PRINCIPLES

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value whether or not:

- They are disabled.
- They are currently pregnant or have recently become parents.
- They have a connection with the forces community.
- They have refugee / asylum status.
- English is their first language.

We see all pupils, potential pupils, their parents and carers, and staff as of equal value whatever their

- Ethnicity, culture, national origin or national status.
- Gender and gender identity.
- Religious and non-religious affiliation or faith background.

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics including:

- Disability – we note that reasonable adjustments may need to be made.
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs.
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may be made and complied with wherever relevant.
- Ethnicity and Race – we note that we all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and parenting – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently become parents. 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 and interaction between groups and communities different from each other and
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

3. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

4. We aim to reduce and remove inequalities and barriers that may exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that may exist between different groups that form our school community.

5. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils,

we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary we will consult more widely with specific groups and may seek the views of individuals with relevant interest, experience or understanding of certain situations.

6. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum will foster greater social cohesion and provide equal opportunities to participate in public life irrespective of the protected characteristics of individuals and groups.

7. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

8. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (Principle 8) and the engagement we have been involved in (Principle 7).

The objectives can be found in Appendix A to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

APPLICATION OF THE PRINCIPLES WITHIN THIS POLICY

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum.
- The teaching and learning within the school.
- Our practice in relation to pupil progress, attainment and achievement.
- Our teaching styles and strategies.
- Our policies and practice in relation to admissions and attendance.
- Our policies and practice in relation to staff.
- Our care, guidance and support to pupils, their families and staff.
- Our policies and practice in relation to pupil behaviour, discipline and exclusions.
- Our partnership working with parents and carers.
- Our contact with the wider school community.

ADDRESSING PREJUDICE & PREJUDICE-RELATED BULLYING

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

ROLES & RESPONSIBILITIES

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. The Head Teacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- Promote an inclusive and collaborative ethos in their practice.
- Deal with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons.
- Support pupils in their class who have additional needs

Appendix A

Objective 1: Understanding and Valuing Diversity

Objective	To increase understanding of equality, diversity and inclusion by the whole school community including SL, governors, staff, pupils and parents
How	<p>CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for all pupils</p> <p>Interventions used to support individuals' specific areas of need in relation to the above areas. The aim of the interventions is to support pupils to better understand themselves in order for them to develop strategies to enable them to engage successfully and happily in school and the wider community</p> <p>Parents kept informed about the children's learning in relation to the school Values via displays, the school newsletter, parents' evenings and parent liaison sessions</p>
Outcome	<p>Staff have improved skills and understanding of the needs of all pupils and are more confident in adapting the curriculum to meet those needs.</p> <p>The whole school community, including staff, pupils and parents show respect and understanding to others.</p>

Objective 2: Prejudice

Objective	To educate pupils in relation to their understanding of prejudice and inequality in all its forms
How	<p>Implementation of carefully designed PSHE/RSE and Religious Education curriculums deepen pupils' understanding of differences within our community and teach them to value these.</p> <p>The school Values promote a shared understanding of the importance of positive relationships in all all aspects of school life and the wider communities to which children belong.</p>
Outcome	To eradicate incidents of prejudice behaviour

Objective 3: Race and Religion

Objective	To use the curriculum to find out about different religions and cultures and celebrate diversity
How	<p>In order to address and celebrate our cultural diversity we will continue to deliver a PSHE/RSE Programme which explores and values cultural difference. This, alongside a robust RE curriculum which incorporates the use of both visitors and visits/virtual visits to different places of worship, as part of our school curriculum activities, will develop a deep understanding of other cultures.</p> <p>The curriculum will be the vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship and democracy. We actively aim to instil aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits/virtual visits, visitors and wider opportunities.</p>
Outcome	<p>Pupils will progressively develop their understanding of, and empathy for, people from different regions, races, religions and cultures</p> <p>The curriculum (through a range of learning opportunities) will provide a clear structure for promoting and championing the importance of racial equality.</p>

