

Whitgreave Primary School

Single Equality Scheme



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Whitgreave Primary School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

Equality Statement

At Whitgreave Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, ability, disability, faith, sexual orientation, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, ability and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Whitgreave Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination.
- Advance equality of opportunity.
- Foster good relations.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees not for service provision)
- Disability
- Race
- Sex (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion or belief
- Sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information - to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual).
- Prepare and publish equality objectives which we will review on an annual basis.
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis.

This policy should be read in conjunction with the School's Equality Information and Objectives.

Aims

1. To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
2. To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
3. To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender and gender-identity, race, religion or belief, pregnancy and maternity, and sexual orientation.
4. To recognise and celebrate diversity within our community whilst promoting community cohesion.
5. To ensure that this policy is applied to all we do.
6. To ensure that pupils and parents are fully involved in the provision made by the school.
7. To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

Behaviour, Exclusions and Attendance

The school policies on Behaviour, Anti-Bullying and Attendance take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing Prejudice and Prejudice-Based Bullying

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 - prejudices around race, religion or beliefs - prejudices around gender and sexual orientation

Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

What we do to promote equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.

- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits prior to entry into EYFS.
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school has accessibility plans that are renewed every 3 years when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

Monitoring

- Our attainment records, including attainment and progress of vulnerable groups are monitored at Governor level.
- Attendance data is scrutinised at Governor level, with specific regard to vulnerable groups.
- Data regarding exclusions and behaviour is scrutinised at Governor level.
- We have a rolling programme for reviewing school policies.
- The implications for equalities in new policies and practices are considered before they are introduced.
- Carry out regular termly Pupil Voice meetings to ensure that the child's view is heard.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we;

- Review relevant feedback from parent questionnaires and parents' evening.
- Secure and analyse responses from staff surveys, staff meetings and training event.
- Review feedback and responses from the children and groups of children from Pupil Voice.
- Ensure that we secure responses and feedback at Governing Board level.

Reviewing this Policy

We review the information about equalities in the policy every four years and make adjustments as appropriate. Further amendments may occur with changes in legislation or as the need arises.

Roles and Responsibilities

The Governing Board

The school's Governing Board ensures that this policy and its related procedures and action plans are implemented.

The Governing Board committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Equalities objectives are set every four years by the school.

The Head Teacher

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination and reporting these as appropriate

Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer our school strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Publishing the Policy

Once approved by the Governing Board, this policy will be published on the school website. A paper copy is held by the Head Teacher and a further copy is available on the staff shared area.

Complaints

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure