

# Witherley CE Primary School



## Equality Policy

Approved: Autumn 2020  
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# **Witherley CE Primary School – Equality Policy**

## **Equality Statement**

Witherley CE Primary is committed to the principle of equal opportunities for all. We operate an inclusive curriculum, which respects the diverse needs of every child.

This statement demonstrates our commitment to ensure full access to the progression through the curriculum for all pupils. In addition, it acts as a positive focus when considering matters of school management and organisation.

We encourage the development and promotion of positive attitudes through the implementation of a curriculum which is broad and balanced, thus enabling all pupils regardless of colour, race, creed, gender or special educational needs, to have full access to the curriculum.

We believe that by acknowledging, valuing and understanding our similarities and differences that members of our society will play an active role in contributing to our future society. The school's values and in particular our positive behaviour expectations and learning behaviours are at the heart of all we do.

We recognise that prejudice can, and does, exist at all levels in our society. However, it will not be tolerated at any level within our school.

We value all our children at Witherley CE Primary and recognise the positive contribution each child can make in enriching and enhancing the ethos of our academy and wider community

## **Legal framework**

Witherley CE Primary School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:

- Age
- Gender
- Race
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Gender reassignment
- Disability
- Sexual Orientation
- Religion or belief.

In addition we include economic disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

We welcome our duty to promote community cohesion and British values.

## **Teaching and Learning**

We see all learners and potential learners, and their parents and 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
- whatever their economic or social background.

We therefore act to ensure that each and every member of the school community:

- experiences equality of opportunity
- feels a full and respected member of the school community
- has high expectations of themselves, their peers, staff, and others with regard to fair treatment
- develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK
- develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes
- develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (eg autism, Aspergers syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to:

- Understand and celebrate diversity in all its forms;
- Learn about racial equality in a variety of curriculum areas
- Develop an understanding of global citizenship;
- Understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- Develop an understanding and appreciation of other religious beliefs and cultures;
- Recognise and challenge prejudice and discriminating attitudes and behaviour;
- Develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

### **Admissions**

The school has adopted the Local Authority School Admissions Policy. Admissions arrangements cannot by law discriminate on ethnicity, gender or disability grounds.

### **Staff Recruitment, Retention and Development**

We implement all of the statutory responsibilities around equal opportunities principles and legislation. The governors monitor all aspects of staffing and employment.

All staff appointments and promotions are made in compliance with the law and on the basis of individual merit and the ability to be effective in the advertised role.

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.

### **The role of governors**

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sexual orientation, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

### **The role of the headteacher**

It is the headteacher's role to implement the school's policy on equal opportunities, and she is supported by the governing body in so doing.

It is the headteacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The headteacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

The headteacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

### **The role of the class teacher**

Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

All our teachers and support staff challenge any incidents of prejudice or racism. Any incidents are drawn to the attention of the headteacher and recorded in the school behaviour log.

### **Equality Objectives 2021-24**

Equality Objectives	Protected Characteristic	Actions to achieve this	Progress
<b>1. SEND and Inclusion</b>  To ensure that all learners with SEND are able to make strong and sustained progress from their starting points	Disability	Staff training in different areas of SEND including SEN guidelines, writing effective support plans, interventions, specific learning difficulties. Ensuring each class has	

		a range of resources suited to the needs of the children. Timely involvement of outside agencies as appropriate. Attendance monitoring and support/challenge as appropriate	
<b>3. Diminishing Differences</b>  To actively diminish gaps in achievement between disadvantaged and non-disadvantaged pupils and between boys and girls	Disability Race Sex	Monitoring of data Implementation of high-quality interventions New relevant curriculum which engages all pupils Attendance monitoring and support/challenge as appropriate	
<b>3. School community</b>  To develop wider partnerships with the local area in order that those of	Race Religious Belief Sexual identity	Invite parents into the academy to celebrate and contribute towards celebrating diversity different faith and characteristics are invited to share their experiences and knowledge. Ensure the curriculum which is diverse and broad in order to ensure that different groups are represented.	

### Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body annually.