

**Wibsey Primary School**

**Equality Policy**

**Introduction**

This policy applies to all governors, staff, pupils, parents/carers and visitors to the school including all contractors in accordance with the Equality Act 2010.

We recognise our statutory Public Sector Equality Duty, as outlined at the end of this document, to eliminate unlawful discrimination and harassment and to promote equality of opportunity for all, regardless of gender, disability, race, belief, age, pregnancy or maternity, or sexual orientation. This policy will be an integral part of our school life.

**Aims**

* We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination – within both our school and our community.
* We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, gender status, race, disability, sexual orientation or status, religion/belief, age, level of educational need or background.
* We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
* We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
* We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.
* We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
* We aim to challenge personal prejudice and stereotypical views whenever they occur.
* We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
* We are aware that prejudice and stereotyping are often caused by poor self-image and aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

**Leadership, management and governance**

The Governing Board is committed to this duty and the aims of this policy and will monitor the implementation of the policy and its related procedures and strategies. The governors expect that all staff will be committed to, and confident in, challenging bias and stereotyping both inside and outside the classroom.

The effectiveness of this policy will be judged by how successfully staff encourage, support and enable all children to reach their full potential, and by how they ensure that all children have full and equal access to the curriculum. Staff must promote equality through the curriculum, their learning and teaching activities and the quality of their care and guidance.

It is the responsibility of the Headteacher to ensure that this policy is successfully implemented; all stakeholders should understand the policy and their role in its implementation, and that they have relevant training and support. The Headteacher will ensure that appropriate action is taken in the event that this policy is not complied with.

**The school’s commitment to equality**

**Ethos**

The school will fulfil its commitment to equality by:

• promoting an atmosphere of mutual trust and respect among all members of the school community;

• ensuring that all staff, parents /carers and pupils are treated with dignity;

• challenging stereotypes in all aspects of school life;

• encouraging classroom and staffroom discussion of issues which reflect on stereotypes, expectations and the impact on learning;

• striving to eliminate all forms of bullying and violence, particularly that which threatens an aspect of equality;

• offering extra-curricular activities and opportunities that are accessible to all pupils, making adaptations as required for individual needs.

**Curriculum/learning and teaching**

The school will fulfil its commitment to equality by:

• ensuring equality of access for all children in all areas of the curriculum, including visits and other activities planned outside the classroom;

• ensuring that the curriculum is balanced and broadly based, taking into account interests traditionally considered to be related to different groups (e.g. boys and girls). The Wibsey Skills for Life Curriculum will be a key driver in this;

• ensuring that teachers’ planning and teaching takes account of equality issues and the need to challenge stereotypes;

• ensuring that any particular learning needs related to gender, disability or any other protected characteristic are met.

**Achievement/attainment/assessment/progress**

The school will fulfil its commitment to equality by:

• monitoring and tracking progress and achievement by different groups in order to identify and respond to trends and patterns;

• using this data to plan strategies to ‘close the gap’ where inequalities are identified and to ensure equally high expectations of all pupils.

**Attendance**

The school will fulfil its commitment to equality by:

• monitoring pupil attendance by different groups;

• using the data to develop strategies to address poor attendance.

**Behaviour**

The school will fulfil its commitment to equality by:

• monitoring pupil behaviour and exclusions by different groups;

• using the information collected to ensure that procedures are applied fairly and equitably to all pupils, ensuring their safety and security in the school;

• developing and implementing strategies to address any specific examples of inappropriate behaviour related to a protected characteristic.

**Child Protection**

 Some children have an increased risk of abuse, and additional barriers can exist for some children with

 respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise

 children’s diverse circumstances. We ensure that all children have the same protection, regardless of

 any barriers they may face.

 We give special consideration to children who:

* Have special educational needs (SEN) or disabilities
* Are young carers
* May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
* Have English as an additional language
* Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
* Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
* Are asylum seekers
* Are at risk due to either their own or a family member’s mental health needs
* Are looked after or previously looked after

**Staff recruitment and career development**

The school will fulfil its commitment to equality by:

• ensuring that all staff and governors responsible for appointing staff and reviewing staff performance and pay do not discriminate on the basis of any of the protected characteristics;

• taking account of the requirement to eliminate unlawful pay discrimination;

• ensuring that opportunities for professional development, career progression and promotion are free from unlawful discrimination.

**Community/parental involvement**

The school will fulfil its commitment to equality by:

• working in partnership with parents/carers and the wider community to develop positive attitudes to equality issues.

**Monitoring and Evaluation**

The school will monitor the implementation of the policy and evaluate its impact on pupils, parents/carers and staff by:

• collecting and analysing data and other information;

• consulting with parents/carers, staff and the school community.

**The school’s Equality Objectives set December 2018**

1. To ensure that all groups are able to participate equally and appropriately in PE and extra-curricular sports activities, eg. participation in mixed gender sports leagues, teaching sports and games activities that are suitable for participation by all pupils, regardless of ability, participation in disability sports competitions.
2. To ensure that parental engagement events and opportunities are open to all parents e.g. by taking the dates of religious festivals into account when planning events, adapting arrangements to allow for easier access for parents with disabilities, offering translation services where possible for consultations, meetings and other communications as the school community changes.
3. To offer positive role models for all pupils, through assemblies, visitors to school, resources and planned lessons, e.g. working with Stonewall and diversity role models, inviting visitors from different cultural and religious backgrounds who will talk about aspects of their culture or faith, or their jobs and careers; focussing on the achievements of different groups of people in sport or other areas of life.

**Public Sector Equality Duty**

1. A public authority must, in the exercise of its functions, have due regard to the need to—
* eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
* advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
* foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
1. A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).
2. Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
* remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
* take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
* encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
1. The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.
2. Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—
* tackle prejudice, and
* promote understanding.
1. Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.
2. The relevant protected characteristics are—
* age;
* disability;
* gender reassignment;
* pregnancy and maternity;
* race;
* religion or belief;
* sex;
* sexual orientation;
* marriage and civil partnership status.

8. A reference to conduct that is prohibited by or under this Act includes a reference to—

* a breach of an equality clause or rule;
* a breach of a non-discrimination rule.