

# WENTWORTH PRIMARY SCHOOL

## School Single Equalities Policy

February 2019



## **Statement/Principles**

This policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At **Wentworth Primary School**, equality is a key principle for treating all people fairly irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

### **Main aims:**

- 1. To eliminate discrimination and other conduct which is prohibited by the Act**
- 2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- 3. Foster good relations across all characteristics**

This policy has been drawn up as a result of discussion within a working party made up of representatives of staff and a school governor and has been shared with the whole school community through staff meetings and the school website.

## **Monitoring and Review**

The staff member responsible for co-ordinating the monitoring and evaluation is the Headteacher. S/he will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governor with responsibility for SEND.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Looked After Children, Minority Ethnic including Traveller and EAL pupils, Free School Meal and Pupil Premium pupils, in the following recommended areas:
  - Pupils' progress and attainment
  - Learning and teaching
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

## **Policy Commitments**

### **Promoting Equality: Curriculum**

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to accelerate progress and narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.
- All pupils are actively encouraged to engage fully in their own learning.

### **Promoting Equality: The ethos and culture of the school**

- At **Wentworth Primary School**, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;

- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, Eco-Committee, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

### **Promoting Equality: Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and Governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

**Wentworth Primary School** aims to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;

- Maintain good channels of communication to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g.SEND, EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

### **Responsibility for the Policy**

In our school, all members of the school community have a responsibility for promoting equalities.

**The Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and reviewed yearly at the Autumn Full Governing Body Meeting. The policy includes the school's Disability Accessibility Plan;
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

**The Headteacher and Senior Leadership team** has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and actions;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

**All school staff** have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or any other of the protected characteristics.
- Keeping up to date with equalities legislation.

**Reporting on progress and impact:**

A report on progress with the actions listed will be published by the Governors via the website annually.

**How we chose our equality objectives:**

Our equality objective-setting process has involved gathering evidence as follows:

From data on ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation and age.

**Key significant data as of Census 2019:**

- Free school meals – 6.3% of whole school pupil population
- White British ethnicity – 96% of whole school pupil population
- Special Educational Needs pupils – 11% of whole school pupil population
- Pupil Premium pupils – 10.1% of whole school population

**Objectives chosen will support our three main aims by:**

1. Promoting equality of opportunity for members of identified groups
2. Eliminating unlawful discrimination, harassment and victimisation
3. Fostering good relations between the different groups listed above

## Equality Action Plan - updated 2019

| Action  | How will the impact of the action be monitored?  | Who is responsible for monitoring?          | What is the timeframe?        | Success indicators  | Progress and impact  |
|---|--|---|-------------------------------|---|--|
| To publish and promote the Single Equalities policy through the school website, newsletter and staff meetings.  | Yearly updated policy accessed by parents and other stakeholders on the school website. Highlight any new issues in the school newsletter. | Head teacher, Deputy Head teacher, Governor | March 2020<br>Website update. | Staff are familiar with the principles of the Equality policy and use them when planning lessons, creating classroom displays<br>Parents are aware of the Equality Policy | <b>ongoing 2019 - 20</b><br>Staff planning monitoring by the Head and Deputy Head plus class displays have equality expectations in place.                               |
| To monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in the data that require additional support for pupils.   | Achievement data analysed by race, gender and disability   | Head teacher, Deputy Head teacher, Governor | Termly                        | Analysis of teacher assessments/ annual data demonstrates closing the gap in achievement  | Vulnerable group data analysis indicates closing the gap.<br>Individual pupils receive extra focused interventions if below average and accessing pupil premium funding. |
| To advertise all posts formally and open to the widest pool of applicants and to take steps to encourage people from under- represented groups to apply for positions at all levels of the school including the Governing body. | Monitoring of applications by disability, ethnicity, and gender to see if material was effective   | Head teacher, Deputy Head teacher, Governor | On going                      | More applications from under represented candidates applying for positions at the school and to be school governors   | <b>Ongoing -</b><br>Posts advertised in local press and newsletters as well as County Jobscene where appropriate.  |

|   |  |                        |          |   |   |
|---|--|------------------------|----------|---|---|
| To ensure access to CPD is monitored on equality grounds and equality policy and practice is covered in staff induction | Bursar to monitor CPD records, Head to feed back at termly Personnel meetings              | Headteacher, Governors | On going | CPD records show a range of staff accessing development opportunities             | <b>Ongoing -</b><br>All staff accessing a range of CPD.   |
| To encourage members of the local community to join in school activities and celebrations                               | Monitor invites and attendance at celebratory events, information evenings and open events | Admin Team             | On going | Good attendance from members of the local community at events throughout the year | <b>Ongoing -</b><br>Local community attending events including Grandparents' assemblies, Fathers' and Mothers' Day dinners, fetes, bazaars and open evenings. |



## Disability Accessibility Plan – updated February 2019

| Action   | How will the impact of the action be monitored?   | Who is responsible for monitoring?          | What is the timeframe? | Success indicators  | Progress and impact   |
|--|---|---|------------------------|---|---|
| To improve access to the curriculum through the use of the VLE and website                         | Class teachers to monitor pupil use of VLE  | Head teacher, Deputy Head teacher, Governor | Ongoing                | Pupils regularly accessing learning via the VLE   | Pupils, staff, governors and parents accessing the VLE and website  |
| Physical improvements to increase access to education and associated services                      | Feedback from pupils and through observation of independent use   | Head teacher, Deputy Head teacher, Governor | Annually               | Pupils able to access fully all provision   | Referrals made to outside agencies for emotional health, behaviour and social issues                                  |
| To give all visitors full access to school facilities  | Through School Site Action Plan termly monitoring by Governors.   | Head teacher, SENCO, Governor               | On going               | All visitors to the school to benefit from developments and refurbishment of school                                       | Ongoing<br>Maintain ramps and easy access doors in place on site  |
| To be aware that Fire and Safety procedures need to be accessible for all users of the school site | Chair of Finance and Premises termly H&S site visit and Fire Safety Audit<br><br>Termly Fire Drill record | Head teacher, SENCO, Governor               | On going               | To ensure the safe evacuation of disabled people.<br>To have named people responsible for those with mobility impairments | Termly<br>Termly fire drill indicating site clearance within three minutes including disabled and able bodied pupils. |