

West Haddon C of E Primary School Equality Information and Objectives

‘Where Happiness Promotes Success’

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

This is a working document which will be monitored and reviewed. Equality objectives will be drawn up every 4 years with annual information demonstrating how they are being met.

Equality Policy

Prepared by:	J Brinklow	First Issued:	March 2016
Approved by:	Governing Body	Last reviewed:	October 2024
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Why we have developed this Equality Policy

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We welcome our duty under the Education and Inspections Act 2006 and are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

(References to other plans and policies)

- Recruitment Policy
- SEN Policy
- Accessibility Plan
- Teaching and Learning Policy
- Behaviour Policy
- Attendance Policy
- Home/School Agreement

Our Equality Policy is inclusive of our whole school community - pupils/students, staff, parents/carers, Governors, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

Aims of Our Equality Policy

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

There is very little racial diversity in the area. The ethnic background of the pupils is predominantly white British at approximately 93% which is above national average. The school is committed to developing cultural awareness and understanding and respect for different opinions, views and beliefs, which is evident in the community cohesion plans. The percentage of free school meals is approximately 5% which is well below the county and national average. The percentage of current pupils identified as having special educational needs is 9%, which is below the national average. These are mainly for moderate learning and emotional and behavioural difficulties. There are currently 5 children who qualify for High Needs Funding. Currently 97% teachers and support staff employed by the school are white British. 82% are female employees and 18% male.

The significant features considered by the staff and Governors at West Haddon Primary School are as follows:

- ✓ The wellbeing and opportunities of the children from low income families.
- ✓ The lack of ethnic diversity within our school community and the affect this may have on the development of stereotyping and intolerance.
- ✓ That our children with disabilities are able to access the curriculum and engage in quality teaching.
- ✓ That our children feel proud and confident to celebrate their ethnicity and culture.
- ✓ That children identified in our vulnerable groups make progress that is inline with their peers.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

Our approach

We seek to live out our values of dignity and respect for others by embedding equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

Our vision statement about Equality

West Haddon Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that differences do not become barriers to participation, access and learning. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

They are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment arrangements
- behaviour management approach and sanctions

- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the scheme
- ensure staff have access to training which helps to implement the scheme
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the scheme and report to the Governing Body at least annually on the effectiveness of the policy
- ensure that the Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate responsibility for monitoring the achievement of the objectives to the headteacher
- support the headteacher in implementing any actions necessary
- ensure that the quality information and objectives as set out in this statement are published and communicated throughout the school including to staff, pupils and parents and are reviewed once every four years

Our Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Policy
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment i.e. provision of adult sized furniture and high visibility marking for visually impaired.

Our staff team undertake training to help them understand their equality duties/and or the differing needs of protected groups within our school community.

We have mechanisms in place to identify areas for development. Recruitment training has been completed by designated staff including Governors. Any further training is identified as part of the performance management and school improvement planning cycle.

Responding to racism, hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice -based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, biphobia or transphobia, and negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

All hate incidents and prejudice based bullying is fully investigated by the Head teacher and Chair of Governors (where appropriate) and is reported to the Local Authority and full Governing Body. Advice and support is sought from the police where necessary.

Breaches of the Policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Implementation, Monitoring and Reviewing

This policy will be actively promoted and disseminated via the school website and newsletter and through the PSHE curriculum in school.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these within the detailed action plan.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Equality Objectives

Using the views of pupils, parents, staff and community and analysis of the information as outlined above we have developed an action plan that sets specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years.

EQUALITY OBJECTIVES: 2024 - 2028

Protected Characteristic / Equality Strand	Objective	Action	Person Responsible	How will impact be measured	Monitor	Time Frame
All	Monitor and analyse children's attainment and progress by SEN, gender, race, disability and act on any patterns in the data that require additional support for the pupils	Analyse data for groups termly Identify any gaps Implement intervention	SLT	Raise and school data will show no gaps between groups.	HT Governors	Ongoing termly
All	Ensure displays in the school promote diversity in terms of gender, race, SEN, disability	Learning walks by SLT /Subject leaders	SLT Teachers Subject leaders	Display show all groups of children work	HT/LT	Ongoing throughout the year
All	Ensure that all pupils are given opportunity to make a contribution to school life.	Monitor opportunities for all groups to be involved in clubs during, before and after school	SLT PE subject leader Teachers	Record % of each group as members of different clubs. Monitor involvement of pupils in sports events	PE Leader	Ongoing
All	Monitor and analyse attendance data for all	HT to analyse termly attendance data for all groups Attendance letters	HT	HT report to governors	Governors	Throughout the year. Every term.

	groups of pupils to discover any gaps then use targeted intervention with pupils and parents.	to parents if attendance is falling below 90%				
All	All staff aware of Single Equality scheme and raised awareness of responsibilities	Regular agenda items at staff meetings	HT	All staff aware of the single Equality Scheme	HT	Autumn Term
Eliminate unlawful discrimination, harassment and victimization	To prevent and respond to all hate incidents and prejudiced based bullying	Anti-bullying training Ensure continuing professional development for staff to develop skills in identifying and challenging discrimination	Teachers	Staff Attended Anti-bullying training Pupils feel safe as reported in pupil feedback information. Pupils feel incidents will be dealt with. Increased staff confidence	SLT	Autumn Term Ongoing as training arises
All Fostering good relations	To promote good relations between people from different backgrounds	Make use of disability images pack in PSHE Invite in representatives from equality groups to meet with children Discuss inspiring people from different backgrounds in worship	RE coordinator	Improved understanding of cultural diversity Increased positive attitudes towards different groups of people	SLT	Sept 24 Ongoing
Race	To increase pupils awareness of other cultures and the lives of	Celebrate key festivals and important dates for other faith groups and cultures. Thematic collective	CW/RE coordinator Teachers	Pupils can discuss more sensitively and with better understanding	SLT	Ongoing

	children/adults from other countries and promote positive attitudes towards them.	worship rota Visitors from other faith groups and cultures		the similarities and differences between themselves and others. Key festivals shown in school calendar		
FSM	To encourage uptake of FSM provision by parents/carers.	Send home information to all parents/carers about FSM provision and access to it.	HT Bursar	Increase % uptake of FSM by eligible parents/carers. Increase pupil premium	HT Finance committee	Ongoing
Pregnancy and Maternity	To ensure staff leaving and returning from maternity leave have the opportunity to discuss with HT any changes to personal circumstances.	Meeting arranged before maternity leave commences and prior to return date. All HR forms are filled in timescale. Start date and end date established	HT Bursar	All statutory obligations for maternity leave are met.	HT Governors	When needed
Pregnancy and Maternity	To offer returning staff opportunity of kit days prior to returning to work	KIT days offered and recorded for payment with payroll	HT Bursar	KIT days used by staff	HT Governors	When needed
Resources	To continually review resources to ensure that they reflect our diverse society.	Audit resources and identify gaps. Purchased resources.				

Appendix Equality Statements

Pupils' attainment and progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include all pupils.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups,
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The quality of provision - guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism, homophobia and LGBT are dealt with promptly, firmly and consistently and are in line with relevant Northamptonshire LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are being trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

Leadership and management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Northamptonshire guidelines.

We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

All regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

This school opposes all forms of racism, homophobia, prejudice and discrimination.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages reflecting the multilingual nature of wider society in our resources and displays.

Homophobic, biphobic and transphobic bullying

This is covered fully in our Anti-Bullying Policy. We note the following comments from Valuing All God's Children (The Church of England's anti-bullying policy document):

The use of homophobic, biphobic and transphobic language is still widespread in most English schools and 40 per cent of primary school teachers reported homophobic bullying, name-calling or harassment in their school. Therefore specific work to counter such bullying and counter the use of language such as "you're so gay" or "your pencil case/trainers are gay" is necessary and will need to be specific to age and cohort.

It is not appropriate that a primary school's strategy for combatting HBT bullying should focus on any aspect of differing sexual practices (i.e. what people do with their bodies sexually, although human reproduction may be an element of the science curriculum). An exploration of differing sexual activity would serve to counter a primary school's responsibility to safeguard the latency of childhood.

In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex

or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.

In the early years context and throughout primary school, play should be a hallmark of creative exploration. Pupils need to be able to play with the many cloaks of identity (sometimes quite literally with the dressing up box). Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining.