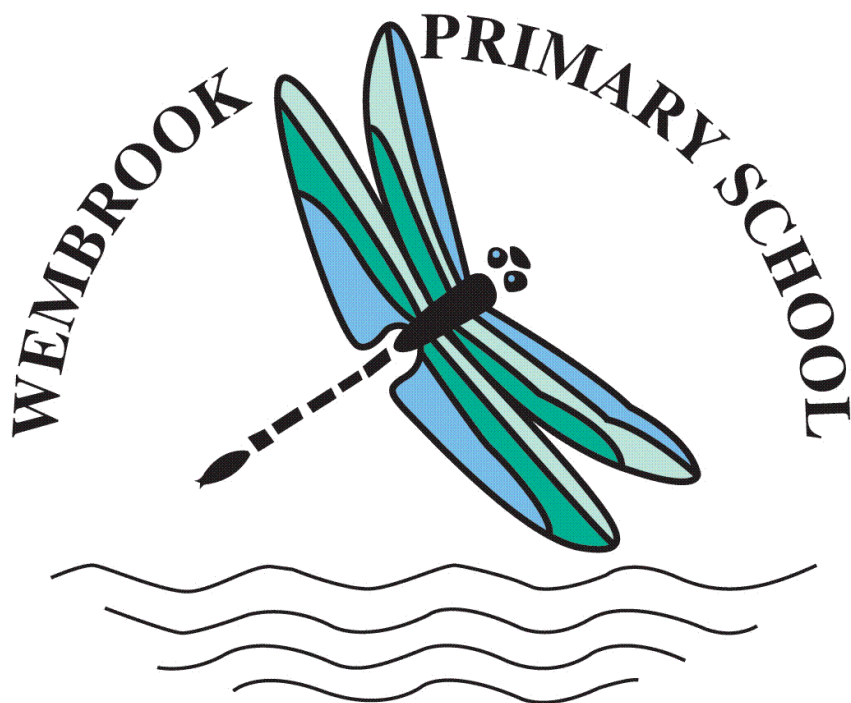


Equality Policy



Signed:

Headteacher

Chair of Governors

Equality Policy

1. General Statement of Intent

Wembrook Primary School is committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010 and we understand that all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics

We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff.

We will not discriminate against, harass or victimise any pupil, prospective pupil, staff member, or other member of the school community because of their:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Respect the religious and cultural beliefs and traditions of each individual
- Promoting community cohesion
- Promoting parental engagement
- Create an awareness of other cultures through topic work, stories, assemblies, festivals, plays, musical event and themed weeks
- Investing in staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues.

This involves all staff, governors, parents and pupils having shared values, and this policy has been developed to promote equality of opportunity, entitlement and treatment for all our pupils and staff, avoiding discrimination of any kind. At Wembrook we aim to cultivate an atmosphere in which all our pupils and staff feel secure and valued and achieve the highest standard of which they are capable.

This philosophy of equal opportunities should permeate all aspects of our school's structure - curriculum, policy documents, teaching methods, resources and assessment policies, as well as the attitudes and expectations of our staff and governors in all their interactions with each other, the pupils, parents and the community.

The implementation of this policy is the responsibility of each member of staff.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

3. Roles and responsibilities

The Governing Board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions
 - The way the school provides an education for pupils
 - How pupils are provided with access to benefits, facilities and services

When appropriate, a designated governor will:

- Meet with the designated member of staff for equality regularly and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full Governing Board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure that all staff and pupils apply its guidance fairly in all situations
- Monitor success in achieving the objectives and report back to governors

- Review and amend this policy, taken into account new legislation, government guidance and previously reported incidents, in order to improve procedures

All school staff are expected to:

- Read this document and work to achieve the objectives set out in Section 8
- Carry out their statutory duties relating to equal opportunities and inclusivity
- Have due regard to the sensitivities of all pupils and not provide material that may cause offence
- Act as a role model for equality, diversity and inclusion across the whole school community

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

All forms of discrimination/harassment by any person within the school should be treated seriously.

Discrimination may be handled successfully or avoided if, through the curriculum:-

- values are developed so pupils gain a sense of security, trust, worth, an ability to resist pressure and respect for others
- pupils gain respect for evidence, a desire to listen to others with different experiences;
- pupils participate in forming rules and feel confident that their views and feelings will be listened to
- discussions on prejudice, racism and gender issues begin from an early age, so that children can understand and so increase the chances of making discrimination morally unacceptable in the school

When incidents occur:-

- offenders should be clear that such behaviour is unacceptable
- deal with the incident quickly using the school code of conduct
- children who are concerned are encouraged to report incidents to the Deputy Headteacher, who will write them down and discuss with the Headteacher any reported concerns and express a positive way forward
- circle time etc. should be used or additional input into classes where there are concerns;
- consider involving parents if incidents are repeated

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a protected characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality Objectives

Objective 1

To deliver a curriculum which ensures that all children achieve their full potential and which prepares children for life in the 21st century.

Why we have chosen this objective:

We are committed to providing inclusivity, diversity and equal opportunities for all pupils, regardless of their background.

To achieve this objective we plan to:

- Ensure our curriculum reflects a wide range of cultural perspectives, backgrounds and lived experiences, to ensure pupils see themselves represented in what they are learning.
- Deliver intervention groups – some run by staff and others run by external companies, to help pupils overcome potential barriers to learning. These include communication and listening strategies, teamwork, self-confidence, social skills, resilience, anxiety, managing feelings and emotions
- Use technology to assist with the curriculum, giving staff and pupils additional research tools in the classroom. The use of individual devices equips our pupils
- Give wellbeing a much higher focus within school for both pupils and staff

Progress we are making towards this objective:

Intervention groups take place regularly, and are very successful. These include: Positive Impact, Relax Kids, Riverside and Dragonfly Group (Nurture).

All pupils in Year 4, 5 and 6 have access to an individual iPad to assist with their learning. The other year groups have access to 60 further iPad devices, plus a small number of additional devices in classrooms to use with children with additional needs.

The SEN Team use Clicker 8 software to help children who struggle with their writing.

We have introduced Wellbeing Week, to promote positive mental health and wellbeing throughout the school. Pupils take part in activities in the classroom environment to support wellbeing, plus participate in whole school or phase assemblies. School Nurses offer drop-in sessions to both pupils and parents. A staff member has been trained to be a Mental Health Lead, a Mental Health governor has been appointed and a Wellbeing Committee has been formed. We have also trained some pupils to be Wellbeing Ambassadors, to support other children on the playground.

Objective 2

Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially pupils eligible for free school meals, pupils with special educational needs and disabilities, looked after children and pupils from minority ethnic groups.

Why we have chosen this objective:

Our school catchment area covers a wide area, comprising of council houses, housing association and privately owned houses. 17% of our pupils live in the highest 10% most deprived SOAs nationally, with 60% of our pupils living in the top 30% most deprived SOAs nationally.

Almost 18% of our pupils have English as an Additional Language and 23% are from minority groups. Over 35% of our pupils are eligible for free school meals, plus we have several looked after children and post looked after children.

We currently have 30 children with EHCPs and a further 90 children receiving SEN support.

To achieve this objective we plan to:

- Monitor academic progress for all groups
- High-quality teaching and Intervention groups to provide targeted academic support
- Make use of our Pupil Premium funding to improve the attainment of our disadvantaged pupils
- Offer pupils extra-curricular activities, such as After School and/or Saturday Clubs

Progress we are making towards this objective:

We use a data-driven approach and regularly monitor the progress of all pupil groups, especially those at risk of underachieving. This includes collecting and analysing data on any relevant indicators. We use this data to deliver targeted lesson activities and intervention groups.

We have purchased software and apps, to meet an individual child's needs, such as ebooks, Grid, Communicate In Print, Clicker and Nessy Fingers. The devices have Accessibility Features, which can be tailored to the needs of the child.

Extra-curricular experiences we have offered for vulnerable groups in recent years include: Sailing Club, Glass Making, Golf, Craft Club, Gardening Club, Cooking Club plus a 'Back in Time' day.

Objective 3

To ensure the school environment is as accessible as possible to all pupils, staff and visitors.

Why we have chosen this objective:

We have several pupils, staff and parents with disabilities, so want our school to be accessible to all.

To achieve this objective we plan to:

- Assess the needs of staff and pupils who have disabilities
- Purchase specialist equipment and software to support the needs of staff and pupils

Progress we are making towards this objective:

We have a disabled toilet, shower and changing facilities available. We have a lift which allows people with disabilities to access the upstairs Music studio and SEN room. We have evacuation chairs to allow disabled people to be moved downstairs in the case of an emergency. We have Sensory areas available for use by pupils with additional needs, along with recently introducing equipment for children who are struggling with sensory overload.

Specialist equipment has been provided for disabled pupils, such as standing frames and tables, and classrooms have been adapted to accommodate pupils with hearing impairments. Assistive technology has been purchased to support pupils and staff with vision impairments, and learning materials are adapted to be in large print. Pupils and staff can make use of accessibility settings on school devices such as iPads.

Widget signage is displayed around the school. This pictorial signage makes the school environment more accessible to all, as it aids understanding and communication for people who find reading and text difficult, or for whom English is not their first language.

We organise interpreters for families who do not speak English, so that they can fully access meetings with our SENCO and outside agencies.

Objective 4

To promote pupils' understanding of identity, diversity, community and equality.

Why we have chosen this objective:

Our school has pupils from a wide range of diverse backgrounds and we want to celebrate the cultures and experiences of **all** of our pupils.

To achieve this objective we plan to:

- Ensure that teaching resources and classroom activities are accessible and reflect a diverse range of cultures, abilities, and backgrounds, so all students feel represented and included
- Organising events, assemblies, and activities that celebrate the cultural diversity within the school community, fostering respect and appreciation for different traditions and values

Progress we are making towards this objective:

The Coventry and Warwickshire Agreed Syllabus 2024 is being introduced across the school, which includes World Views.

We hold a Multi-Faith Week every 2 years, where each year group partakes in an in-depth study of a particular faith. Visitors representing different faiths come in to school, and pupils take part in a variety of workshops linked to the faith being taught in their year group. Several year groups also visit local places of worship, such as the Gurdwara Temple, Mosque and churches. Parents are invited in for a celebration at the end of the week, where pupils have the opportunity to share and showcase their work.

Objective 5

To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

Why we have chosen this objective:

To develop the pupils' understanding of their own values and perceptions, plus those of others.

To achieve this objective we plan to:

- Teaching of world views as part of the new RE syllabus
- Include books which present a balanced view of the world seen from a variety of perspectives in our fiction and reading schemes
- Foster empathy and respect through classroom discussions
- Integrate diversity and equality themes into all subjects

Progress we are making towards this objective:

The Coventry and Warwickshire Agreed Syllabus 2024 is being introduced across the school, which includes World Views. We use stories, poems and books in the classroom which highlight diverse characters, cultures and experiences and teach about historical figures such as Rosa Parkes. Our school library contains a range of fiction and non-fiction books representing many different cultures, and has biographies about key changemakers from history.

Our RSE and PSHE curriculum teaches the importance of respectful relationships. We focus on the importance of respecting others, even when others are different in character, personality or background, or make different choices, or have different preferences or beliefs. Pupils are taught that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. Pupils learn what a stereotype is, and how stereotypes can be unfair, negative or destructive.

Objective 6

To promote attitudes and values that will challenge discriminatory behaviour.

Why we have chosen this objective:

To ensure that children are directly taught how to treat each other with tolerance and respect and to be aware of the impact of their words and actions on others.

To achieve this objective we plan to:

- Deliver the PSHE, Protective Behaviours and RSE curriculum
- Celebrate equality and human rights
- Launch new whole school values, which are: Kind, Honest, Respectful, Resilience, Empathy and Courageous.
- Encourage diversity within our school council, to help foster a sense of belonging and ensure that different voices and perspectives are valued.

Progress we are making towards this objective:

We deliver regular assemblies, lessons and activities that encourage tolerance, respect and appreciation of diversity. We regularly participate in Anti-Bullying week, including 'Odd Socks Days', so that our pupils can celebrate their individuality.

We create opportunities for students to critically examine and challenge stereotypes, engaging in thoughtful discussions and debates on important issues such as fairness and equality.

Within our Citizenship curriculum, pupils explore their rights and responsibilities, the role of community groups, and the principles of democracy. The curriculum also addresses topics such as prejudice and discrimination, while emphasising the value of diversity and the importance of respecting differences.