

## Windmill Primary School Single Equality Policy

Windmill Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of the community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on these 7 key principles:-

1. **All learners are 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 and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages that people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and feel that they are respected and able to participate fully in school life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work including recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all children can make good progress and achieve to their highest potential.
7. **We work to raise standards for all pupils but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raise standards across the whole school.

The single equality policy brings together the school's approach to promoting equality in our policies and procedures and most importantly in our day to day practices and interactions with whole school community.

Our policy includes pupils, staff, governors, parents / carers and all those within our extended school community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and in providing a quality learning experience for our children.

## **Introduction**

The Public Sector Equality Duty means that schools must adopt a proactive approach to equality. In practice this requires all schools to:-

- Take positive and proactive steps to identify areas of potential inequality before they have the chance to make an impact.
- Make changes to ensure that any areas of potential inequality are eliminated.

## **Equality duties**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics, This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy, maternity or paternity.

The Act requires all schools to comply with the Public Sector Equality Act and has two specific duties:

### **General Duty**

This requires all public organisations including schools to

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relationships with different groups.

### **Specific Duties**

- This requires all public organisations including schools to publish information to show compliance with the Equality Duty.

When developing the policy we took account of the DFE guidance on the Equality Act 2010 and the Ofsted Inspection framework 2012 which places a lot of emphasis on improving the learning and progress of different groups and on closing gaps in standards.

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities, under the Equality Act, are included in our school development plan, self evaluation review, the school prospectus, school web site and newsletters.

There are also references made to ensuring equality in all school policies including behaviour, admissions, SEN and anti-bullying policies as well as in minutes involving governors, the whole staff and the leadership team.

The Equality Act also applies to schools in their role as employers, and the way we comply can be found in the Recruitment Policy.

### **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils –designed to enhance access and participation to the level of non-disabled children being placed at a disadvantage compared to their non-disabled peers.
- The headteacher ensures that all appointment panels give due regard to the policy so that no one is discriminated against when it comes to employment, promotion or training.
- We ensure that those who are affected by a policy or activity are consulted in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure or whenever we make decisions about the day to day life of the school.
- We actively promote equality through the curriculum and by creating an environment which champions respect for all.
- School admissions are handled by Oxfordshire County Council who are fully compliant with the 2010 Equality Act.

#### **Behaviour, Exclusions and Attendance.**

The school Behaviour Policy takes full account of the Equality Act. We make reasonable and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over representation of different groups and take action promptly address any concerns.

#### **Addressing prejudice and prejudice based bullying.**

The school challenges all forms of prejudice and prejudice based bullying which stand in the way of fulfilling our commitment to inclusion and equality:-

- Prejudices around disability and special educational needs.
- Prejudices around race, religion or belief, travellers, migrants, refugees and asylum seekers.
- Prejudices around gender, sexual orientation, including homophobic and transphobic attitudes.

We keep a record of different prejudice related incidents and provide a report to governors about the numbers, types and seriousness of prejudice related incidents at our school and how we dealt with them. We review the data termly and take action to reduce incidents.

#### **What we are doing to advance equality of opportunity between different groups?**

- We know the needs of the school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers to identify a child who has a disability through our pupil admission meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support whole school improvement. These groups include:-

- White British FSM and non-FSM
  - Bangladeshi
  - Black African
  - Black Caribbean
  - EAL
  - All SEN
  - Looked after children
  - Young Carers
  - We take action to close gaps.
  - We analyse data by year group in terms of ethnicity, gender, size and special educational needs.
- We collect and analyse data relating to attendance and exclusions of different groups.
  - We avoid language that runs the risk of placing a ceiling on pupils' attainment or that seeks to define their potential as learners such as "less able".
  - We use a range of teaching strategies that ensures the needs of all pupils.
  - We provide support to pupils at risk of under achieving.
  - We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys.

We ensure equality of access for all pupils to a broad and balanced curriculum removing barriers to participation where necessary.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils. The actions will be designed to meet the school's Equality objectives.

### **What are we doing to foster good relations.**

- We prepare our pupils for a life in a diverse community and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.
- We teach about differences and diversity and the impact of stereotyping, prejudice and discrimination through PHSE and across the curriculum.
- To avoid stereotyping we use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability.
- We promote a whole -school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

- We provide opportunities for pupils to appreciate their own cultures and to celebrate the diversity of other cultures.
- We include the contribution of other cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole- school events.
- We include equality matters in our newsletters to parents and carers.
- The implications for equalities in new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we review feedback and responses from all stakeholders; children, staff and parents.

### **Publishing Equality Objectives (See School Improvement Plan 2018 - 19)**

The objectives that we identify represent our school priorities and are the result of a review and analysis of data and other evidence. They also take into account national and local priorities and issues.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to help them to do this.

### **Governing Board**

The governing body is responsible for ensuring that the school complies with legislation and that the policy and its related procedures and action plans are implemented. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

### **Headteacher and the Leadership Team.**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

### **Teaching and Support Staff**

All teaching and support staff will:-

- Promote an inclusive and collaborative ethos in the classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.

- Plan and deliver a curriculum and lessons that reflect the school's principles, for example in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may find aspects of academic learning difficult.
- Keep up to date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction process. Staff will be reminded of the Equalities Policy at the start of each academic year.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **Key Contacts**

**Staff member responsible for equalities – Lynn Knapp**

### **Equal Opportunities for staff.**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities, principles and the monitoring and active promotion of equality in all aspects of staffing and employment:-

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure that wherever possible that the staffing of the school reflects the diversity of the school community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality access across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents and comply with reasonable requests relating to religious observances and practice.
- We ensure that all staff, including support staff and administrative staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Disseminating the Policy**

This Equality Policy along with the Equality Plan is available:-

- On the school website
- As a paper copy in the school office.
- In the staff handbook.
- As part of induction for new staff.
- As a summary in the school brochure.

