

Wheatfield Primary School

'High Achievement through Growing and Learning Together'

Equality Policy

(Non-Statutory Policy Document)

Issue No 2

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CHANGE RECORDS SHEET

| Issue No. | Date | Summary of Change | Amended by |
|------------------|--------------|------------------------------|--------------------------|
| 1 | May 2009 | New policy document. | C Dursley |
| 2 | October 2016 | Policy reviewed and updated. | D Hickson & C Dursley |

SUMMARY

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed every three years or updated as and when changes occur. This is to be recorded in the minutes of the Staffing and Resources Committee.

MAIN DOCUMENT

1 INTRODUCTION/RATIONALE

This policy seeks to set out the school's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

This policy statement sets out:

- The school's context.
- Aims and values.
- The school's overall approach to promoting equality, community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion, race equality, disability equality, gender equality.
- Roles and responsibilities.
- Monitoring, reviewing and assessing impact.

2 LEGAL DUTIES

- We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- Summaries of our legal obligations are provided in Appendix A.

3 THE SCHOOL CONTEXT

Wheatfield Primary School is a large primary school in South Gloucestershire serving the residential area of Bradley Stoke. It is a relatively new school, most recently being judged by Ofsted (2014) to be a school requiring improvement with many good features.

- Most children enter the school having experienced some form of pre-school provision.
- The school is popular and has many awards including Healthy Schools.
- Overall, children come to school well motivated; they apply themselves to their learning very well. Parents value the educational provision at the school and are supportive and work well in partnership with the school.
- The school takes great pride in meeting the individual needs of all pupils. Attainment at the end of Key Stage 2 is in line with or above that of similar schools in English, maths and science.
- There is excellent wrap-around childcare provision both before and after school at Wheatfield Plus.

- There are many after-school clubs, covering both sporting and other activities.
- The 'Friends' of the school raise substantial funds each year to enrich educational provision.

4 GUIDING PRINCIPLES

In fulfilling the legal obligations referred to above and summarised in Appendix A, we are guided by seven principles.

4.1 Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whichever their gender.

4.2 Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized.
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised.

4.3 Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

4.4 Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whichever their gender.

4.5 Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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

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

4.6 Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- Disabled People As Well As Non-Disabled.
- People From A Range Of Ethnic, Cultural And Religious Backgrounds.
- Both Women And Men, And Girls And Boys.

4.7 Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled.
- People of a wide range of ethnic, cultural and religious backgrounds.
- Both women and men, girls and boys.

4.8 Action plans

- We recognise that the actions resulting from a policy are what make a difference.
- Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles in Section 4.5 above.

4.9 The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in Section 4.5 above.

4.10 Ethos and organisation

We ensure that the principles listed in paragraph 5 above apply also to the full range of our policies and practices, including those that are concerned with:

- Learners' progress, attainment and assessment.
- Learners' personal development, welfare and well-being.
- Teaching styles and strategies.
- Admissions and attendance.
- Staff recruitment, retention and professional development.
- Care, guidance and support.
- Behaviour, discipline and exclusions.
- Working in partnership with parents, carers and guardians.

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- Working with the wider community.

4.11 Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:

- Prejudices around disability and special educational needs.
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and islamophobia, and those that are directed against travellers, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

4.12 Roles and responsibilities

- 4.12.1 The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- 4.12.2 A member of the governing body has a watching brief regarding the implementation of this policy.
- 4.12.3 The Head Teacher 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.
- 4.12.4 A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
- 4.12.5 All staff are expected to:
- Promote an inclusive and collaborative ethos in their classroom.
 - Deal with any prejudice-related incidents that may occur.
 - Identify and challenge bias and stereotyping in the curriculum.
 - Support pupils in their class for whom English is an additional language.
 - Keep up-to-date with equalities legislation relevant to their work.

4.13 Information and resources

- 4.14 We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.
- 4.15 All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

4.16 Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

4.17 Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

4.18 Breaches of the policy

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

4.19 Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

To review good practice we make use of a range of auditing schedules.

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APPENDIX A SUMMARY OF LEGISLATIVE REQUIREMENTS

OVERVIEW OF SCHOOLS' RESPONSIBILITIES

| | Illegal: - discrimination - harassment - victimisation | Duty to promote | Applies to: | | | Duty to monitor | |
|-----------------------|---|-----------------|-------------------------------------|--------|------------|-----------------|----------------------------------|
| | | | Staff | Pupils | Curriculum | Overall | Specific incidents |
| Gender (sex) | ✓ Since 1975 | ✓ | ✓ | ✓ | ✓ | | X |
| Gender (reassignment) | ✓ Covered by 1975 Act | X | ✓ | X | X | X | X |
| Race | ✓ Since 1976 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Disability | ✓ Since 1995 | ✓ | ✓ | ✓ | ✓ | ✓ | X (except bullying incidents) |
| Sexual orientation | ✓ Since 2003 | X | ✓ | X | X | X | X |
| Religion or belief | ✓ Since 2003 | X | ✓ | ✓ | X | X | X |
| Age | ✓ Since 2006 | X | ✓ Unless 'objectively justified' | X | X | X | X |

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APPENDIX B KEY LEGISLATION

| Area | Legislation |
|-----------------------|---|
| Gender (sex) | Sex Discrimination Act 1975, as amended Equality Act 2006 |
| Gender (reassignment) | Sex Discrimination (Gender Reassignment) Regulations 1999 |
| Race | Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000 |
| Disability | Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005 |
| Sexual orientation | Employment Equality (Sexual Orientation) Regulations 2003, as amended |
| Religion or belief | Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006 |
| Age | Employment Equality (Age) Regulations 2006 |