



***"Learning together, learning for life"***

## **Equalities Policy 2018**

### **Ethos Statement**

In our school we work hard to encourage positive attitudes, independent learning, a sense of pride and high achievement. Wells Hall pupils should be motivated learners who ask questions and listen to and respect others. They take pride in their work, demonstrate positive learning habits and strive to do their best. Pupils have the confidence to try new things and the resilience to persevere even if things get challenging. They see a mistake as a learning opportunity not a failure and are keen to build on their mistakes to develop greater understanding. Children are respectful to the people they meet, their own local environment and the wider world. The school strives to create polite, well-mannered caring members of our school community who understand and respect everybody's differences and needs.

## 1) POLICY STATEMENT

**The governors and staff of Wells Hall CP School** are committed to ensure that equality of opportunity is available to all members of the school community for our school this means, not simply treating everybody the same but, understanding and tackling different barriers which could lead to unequal outcomes for different groups of children in school. We value the equal opportunity achievements of all members of the school community.

This includes:

- Children
- Teaching and support staff
- Parents/carers
- Governors
- Multi-agency staff
- Visitors
- Students

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 the wider community. Every member of the school community should feel safe, secure, valued and of equal worth

## 2) MISSION STATEMENT

'Learning Together, Learning For Life'

## 3) PRINCIPLES

**AT WHCPS** equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination. Everyone in the school community:

- ◆ is respected and respects others
- ◆ takes part in the life of the school in an honest, safe, happy environment
- ◆ achieves to their potential and pursue ambitious challenges for themselves
- ◆ develops skills essential to life
- ◆ exercises choice
- ◆ takes responsibility for their own safety, well being and learning
- ◆ is committed to high standards of behaviour, presentation and learning

## 4) School Profile

At Wells Hall we recognise that the whole school community includes (see raise on Line information for details):

- ◆ girls and boys, women and men
- ◆ people from minority ethnic backgrounds, Travellers, asylum seekers and refugees
- ◆ people from different faith backgrounds
- ◆ pupils who need support to learn English as an additional language (EAL)
- ◆ pupils with special educational needs
- ◆ children in public care
- ◆ other children, such as sick children, young carers, those children from families under stress, pregnant schoolgirls and teenage mothers
- ◆ any pupils and young people who are at risk of disaffection and exclusion.

## 5) THE LEGAL FRAMEWORK AND OTHER SUPPORTING POLICIES

The following legislation informs our school Equal Opportunities Policy:

- ◆ **Sex Discrimination Act 1975**, which requires schools to ensure that they do not discriminate against either sex in matters of admissions, standards of behaviour, dress and appearance, delivery of the curriculum and provision of all educational services;
- ◆ **The Race Relations Act 1976**, which describes direct and indirect discrimination and gives every Local Authority the duty to give due regard to the need to eliminate unlawful discrimination and to promote equality of opportunity and good relations between persons of different racial groups;
- ◆ **The Human Rights Act 2000**, which makes most of the rights set out in the European Convention on Human Rights enforceable in the English Courts
- ◆ **The Race Relations (Amendment) Act 2000**, which includes a positive duty of schools to promote racial equality measures;
- ◆ **The Disability Discrimination Act 2005**. The 2005 Act makes substantial amendments to the Disability Discrimination Act 1995. The Disability Discrimination Act 1995 contains provisions making it unlawful to discriminate against a disabled person in relation to employment, the provision of goods, facilities and services, and the disposal and management of premises. Following the final report of the disability Rights Task Force, the Government agreed to take forward some of the Task Force's recommendations, which includes recommendations to extend the coverage of the Disability Discrimination Act 1995. Some of these recommendations have already been implemented, specially the main employment proposals.  
**The 2005 Act** takes forward the Government's remaining proposals, including the introduction of a new general duty on public authorities requiring them, when exercising their functions:
  - ❖ To have due regard to the need to eliminate harassment of and unlawful discrimination against disabled persons
  - ❖ To promote positive attitudes towards disabled persons
  - ❖ To encourage participation by disabled persons in public life
  - ❖ To promote equality of opportunity between disabled persons and other persons.
- ◆ **The Children's Act 2004**:: ECM
- ◆ **The Public order Act 1986**: It is an offence under this act where behaviour is threatening, abusive or insulting and is likely to stir up racial hatred.
- ◆ **The Employment Equality regulations 2003 and the Employment Equality Regulations 2003**  
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  - To have due regard to the need to eliminate harassment of and unlawful discrimination against disabled persons;
  - To promote positive attitudes towards disabled persons;
  - To encourage participation by disabled persons in public life; and
  - To promote equality of opportunity between disabled persons and other persons.

## **6) Policies**

To help **Wells Hall** in its equal opportunities work, it has the following policies:

- ◆ Special Educational Needs Policy
- ◆ Behaviour and Discipline Policy
- ◆ PSHE Policy
- ◆ Racial Equality Policy
- ◆ Professional Development Policy
- ◆ Pay Policy
- ◆ Community cohesions Policy

## **7) EMPLOYMENT**

As an employer, Wells Hall is committed to the employment policies and practices of Suffolk County Council for every member of staff, including part-time, supply and support staff. This also includes opportunities for professional development. We will ensure that all staff (including Governors) involved in recruitment are trained in equal opportunities practices and that our procedures are fair, honest and open. We will monitor staff recruitment and career development by ethnicity, gender and disability.

The Age Regulations came into force in October 2006 and implement the age strand of the EU Employment Directive 2000. They outlaw age discrimination in employment and vocational training. The Age Regulations apply to all workers and to people who apply for work, and in addition, they cover access to vocational training. The Age Regulations prohibit direct and indirect age discrimination, harassment and victimisation.

## **8) GENDER**

Part 3 of The Equality Bill creates a duty on public authorities to promote equality of opportunity between women and men, and to prohibit sex discrimination in the exercise of public functions. Public authorities will therefore have to treat men and women fairly. This is referred to as the "gender duty".

We believe that girls and boys should have equal access to all aspects of school life, including the curriculum, subject choices and extra-curricular activities. It may be necessary for children to receive different treatment in order to ensure equality of opportunity and the school will pursue strategies to ensure that both girls and boys achieve to their full potential.

We will promote approaches which provide equality of opportunity, including:

- ◆ taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, Science, Design and Technology, ICT, Art and Design, Music and PE
- ◆ avoiding gender stereotyping when organising pupils into groups

## 9) Curriculum: Learning and teaching

**We aim to provide all our pupils with the opportunity to succeed, and to reach their highest level of personal achievement and challenge. To do this teachers will:**

- ensure that reasonable adjustments are made to the curriculum for disabled pupils and staff .
- use a range of teaching strategies to accommodate all styles of learning.
- develop appropriate resources for individuals and groups.
- encourage children to work independently and with determination and tenacity.
- Use appropriate methods of assessment.
- Seek to involve parents in supporting their children's learning.
- Actively encourage equality in the classroom

**Teachers will take specific action to enable the effective participation of all pupils by:**

- ◆ curriculum planning reflects a commitment to equality
- ◆ planning appropriate amounts of time to allow for satisfactory completion of tasks.
- ◆ planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum.
- ◆ identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.
- ◆ Provide good quality resources which reflect the reality of an ethnically, culturally diverse society.
- ◆ Promotion of attitudes and values that celebrate and respect diversity and challenges discriminatory behaviour and language wherever it occurs

### **Extra Curricular Provision:**

We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity by providing them with this policy.

- All children are encouraged to attend clubs during Independent learning, lunchtime and after school clubs so that all have equal access.
- Adjustments are made to accommodate all pupils.

We undertake responsibility for making contributors to extra curricular activities aware of the school's commitment to equality of opportunity. All adhere to our policy and are DBS checked.

## 10) Language

We recognise that it is important at WHCPS that all members of the community use appropriate language which::

- Does not transmit or confirm stereotypes.
- Does not offend.
- Creates and enhances positive images of particular groups.
- Creates conditions for all children and adults to develop their self esteem.
- Uses correct terminology in referring to particular groups e.g inuit rather than Eskimo.

Provision for Bilingual Pupils:

We undertake to make appropriate provision for all EAL/ bilingual children or groups to ensure access to the whole curriculum.

## 11) Partnership with parent./carers and the wider community

### We aim to work in partnership with all parents equally:

- All parents are encouraged to participate at all levels in the full life of the school.
- Support parents who speak little English to access parents evenings and to support them in understanding school information and policy.
- Support parents to attend parents evenings when disability may be an issue

## 12) ROLES AND RESPONSIBILITIES

The general duties of the school in relation to equal opportunities are the responsibility of all members of staff and people involved in working at our school.

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**The Governing Body** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
  
- The named Equality Governor will have an overview, on behalf of the governing body, on all racist incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

**The Headteacher and Senior Management** is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

**All staff** are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

## 13) Monitoring and Evaluation

The Governors and staff will undertake to regularly monitor and evaluate by gender, ethnicity and disability

- ◆ access to educational opportunities and services
- ◆ attainment
- ◆ curriculum, teaching and learning
- ◆ exclusions

- ◆ punishment and reward
- ◆ membership of the governing body
- ◆ parental involvement
- ◆ staff recruitment and career development

The governors and staff will monitor annual data on the number and type of racist incidents in school.

The Governors will ensure that by following the Suffolk LEA admissions policy, we are objective and do not disadvantage certain groups.

The Policy will be reviewed every two years by the Headteacher and Governing Body.

#### **14) Impact of the policy**

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school.

**DATE: March 2017**

**Review: March 2019**