Equality Policy

Ownership:	Governing Body
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Date:	May2025
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Introduction

This policy reflects: The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination and The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives. This policy should be read in conjunction with the Special Educational Needs Policy and School Development Plan.

The Single Equality Act combines the existing three duties into one new Equality Duty that covers the equality strands: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex and sexual orientation.

In this school we will ensure that; as far as is reasonable in each and every level of our work and throughout the school community, and its life, we will endeavour to treat everyone equally. This Equality Policy summarises the school's approach in ensuring equality for all.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

- To continue to monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils
- To continue to raise levels of attainment in core subjects for vulnerable learners
- To continue to monitor and support attendance of all groups of children in school
- To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement
- To ensure the school environment is as accessible as possible to pupils, staff and visitors

Diversity is a strength which should be respected and celebrated by all who learn, teach and visit our school. We are committed to promoting equality and championing respect for all.

Roles and Responsibilities

The governing board will:

- 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 Head Teacher
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- Ensures that no member of the school community is discriminated against whilst in our school on account of their race, sex or disability.

The Inclusion link governor will:

- Regularly meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are 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
- Ensure that the equality information and objectives, as set out in this policy, 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
- Ensure the Equality Statement is reviewed annually
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Will treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness

The designated member of staff for equality will:

- Support the Head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor regularly to raise and discuss any issues
- Support the Head teacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives:

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum materials and content
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations
- To eliminate any discrimination, harassment and victimisation
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do
- To ensure that pupils and parents are fully involved in the provision made by the school

Good Practice

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities through our curriculum, trips, visitors and speakers.

We consider it prudent and sensible to maintain the practice of logging discriminatory incidents and using them to inform policy & practice, they may be reported in an anonymised form to support data collection by

an appropriate body. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.
See Appendix A for more information regarding incidents. Parents of children involved in these incidents will be contacted and appropriate action, in line with our behaviour policy, will be taken.

The school aims to eliminate discrimination by:

- Awareness of its obligations under the Equality Act 2010 and complies with non-discrimination provisions
- Where relevant, referencing within policies the importance of avoiding discrimination and other prohibited conduct
- Regularly reminding Staff and governors of their responsibilities under the Equality Act during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes
- Having a designated member of staff for monitoring equality issues, and an inclusion link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

The school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

The school aims to foster good relations by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and PSHE education, but also activities across all curriculum areas. For example, as part of teaching and learning in English pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues and we will also invite external speakers and visitors
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips, events 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 and abilities. 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

Strategies

Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy. Parents and governors will be involved and consulted about the provision being offered by the school through parent questionnaires and parent voice at events. The Governors will work with the Leadership team and staff to identify and sustain a regular involvement and engagement opportunity. Teachers will ensure that the teaching and learning takes account of this policy.

Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

Contributions will be sought from parents and others to enrich teaching, learning and the curriculum. The positive achievements of all pupils will be celebrated and recognised.

Monitoring and Outcomes

The Leadership Team and Governors at Wheatcroft Primary School review regularly the progress that we are making to meet our equality objectives with regard to protected groups (race, disability, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion/belief and sexual orientation) under the Equality Act 2010.

This policy is designed to play an important part in the educational development of individual pupils. It is intended to ensure that all pupils are treated equally and as favourably as others. The school will make all reasonable adjustments to promote equality of opportunity and equal treatment for all members of the school community.

We are committed to meeting the individual needs of each child and other members of the school community and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Equality Act 2010.

This policy will be reviewed at least every four years or sooner if Government guidance changes. The Equality statement, that runs alongside this policy, will be reviewed annually and published on the school website.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Additional roles & responsibilities

Governors:
Ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability

Head teacher:
Ensures that all appointments panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.

Appendix A

Discriminatory incidents

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.