

**Withycombe Raleigh
Church of England Primary School
Equality Policy**



“dedicated to creating a happy, stimulating learning environment supported by the Christian values of love, respect and trust.....(and each child in) school feels safe and valued and is encouraged to develop emotionally, socially and academically”



Version1 .1: May 2014

A copy of this policy can be provided in an alternative format e.g. in large print or audio if needed, on request from the school office.

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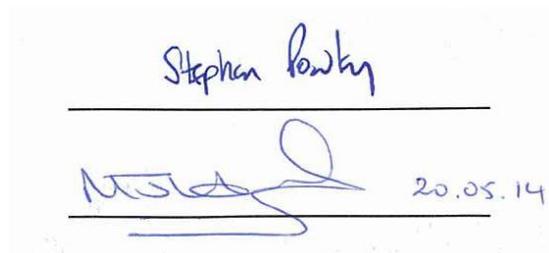
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Checked and approved by:

Mr S Powley – Headteacher

Mr. M Hart – Chairman of Governors



Handwritten signature: Stephen Powley

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1. Introduction

The aim of this Equality Policy is to demonstrate how Withycombe Raleigh Primary School (WRPS) promotes and advances equal opportunities in line with our legal obligations under the 2010 Equality Act.

1.1 Definitions

Equality	Treating people fairly and according to their needs. Equality of opportunity and outcome, rather than equality of treatment. People have similar life opportunities in so far they are able to fulfil their own potential
Inclusive Diversity	Ensuring everyone can participate, whatever their background or circumstances. Recognises that we are all different. Diversity is an outcome of equality and inclusion.
Cohesion	People from different backgrounds getting on well together. There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the school's perspective, the term "community" has a number of meanings: <ul style="list-style-type: none">• The school community – the pupils, their families and the staff.• The community within which the school is located – in its geographical community, and the people who live and / or work in that area.

1.2 Scope of this Policy

This Policy applies to and aims to benefit all staff, governors, pupils, parents/carers, volunteers, and all other visitors.

2. Our School

WRPS is a lively and supportive school set in the heart of Exmouth, the largest town within the administration area of Devon County Council after Exeter, located in a delightful estuary setting south east of Exeter.

WRPS is a much larger than average-sized primary school with 506 children on role rising to 566 by 2015/16 with three classes per year. Overall:

- The large majority of pupils are White British;
- the proportion of disabled pupils and those who have special educational needs supported through school action is well above the national average;
- the proportion of pupils supported at school action plus or with a statement of special educational needs is also above the national average;
- the proportion of pupils supported by the pupil premium, which is additional funding provided by the government to help the school meet the needs of pupils entitled to free school meals, is higher than average;
- the number of children in the care of the local authority, or children of service families, is below the national average.

3. Our Values and Commitment

It is our belief that every school, irrespective of its intake and location, is responsible for educating young people who will live and work in a country which is diverse in terms of age, culture, religion or belief, ethnic or national origins, nationalities, sex/gender, gender identify, sexual orientation, disability and socio-economic backgrounds.

WRPS aims to be a thriving, inclusive community. We wish to show that, through our inclusive policies, ethos, curriculum, actions and relationships, we promote a common sense of identity and support diversity. This is reflected within our [Vision Statement](#), [School Prospectus](#), and School Improvement Plan where encouraging well-being in general is monitored continuously by the School Senior Management Team.

We are committed to:

- ✓ Celebrating diversity.
- ✓ Promoting and advancing equality and inclusion.
- ✓ Meeting people's needs.
- ✓ Encouraging participation.
- ✓ Promoting cohesion, tackling prejudice and promoting understanding.
- ✓ Tackling discrimination and disadvantage.
- ✓ Tackling bullying.
- ✓ Encouraging, supporting and striving to enable all pupils and staff to reach their potential.
- ✓ Working in partnership with parents and the wider community to establish, promote and disseminate good practice.
- ✓ Ensuring that this policy is followed.

4. Responsibilities

4.1 Governing Body

- Ensure that the school complies with equality legislation.
- Ensure that the Policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Review school policies and the School Improvement Plan regularly.

4.2 Headteacher

- Implement the Policy and its related procedures.
- Make all staff aware of their responsibilities, providing any training as appropriate to enable them to effectively implement this Policy.
- Take appropriate action in any case of actual or potential discrimination.

4.3 All staff

- Enact this Policy, its commitments and procedures, and their respective responsibilities.
- Address bullying and discriminatory incidents
- Be able to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend training and information opportunities as needed to enact this Policy and keep updated.
- To be models of equal opportunities through their words and actions.

4.4 Specific Staff

- PSHE co-ordinator to ensure diversity issues are addressed in the implementation of the PSHE and citizenship framework throughout the school.
- RE co-ordinator to ensure that RE is in line with county guidance and stereotypical views of particular faith groups or beliefs are not perpetuated.
- SENCO to ensure that pupils with physical and learning disabilities needs are met.

4.5 Pupils

- Avoid discriminatory or any other behaviour that contravenes this Policy.

4.6 Visitors (e.g. parent helpers, contractors)

- To be aware of and comply with the school's Equality Policy.

5. Communications

All staff and governors, including supply teachers and other visitors are to be made aware of this Policy, available:

- On the school's website.
- In New Parents Information Pack
- In the folder of public documents available to any parent on request.

6. Practice

Admissions and attendance

The school welcomes pupils from all backgrounds and abilities, with its [Admissions Policy](#) managed by Devon County Council who is responsible for assessing the impact of its policies on different groups. Information about pupil's gender, ethnic origin, home language, religion or belief, physical and emotional needs and diet is collected to enable schools to meet the needs of all pupils. The PHSE curriculum and ethos of the school, as laid out in mission statement, are evidence of this.

Attendance of all pupils is monitored regularly by the Education Welfare Officer. Where individual or groups are identified as causing concern appropriate strategies are implemented with support from the Education Welfare Services.

Provision and support is available for pupils to take time off for religious observance with minimal disruption to their education.

Policies

All relevant policies will include an Equality Impact Statement, ratified by governors as confirmation they do not have potential to disadvantage people because of a protected characteristic (see Appendix A), and, will advance equality and foster good relations where possible.

Teaching, Learning and Curriculum

In school, there will be a focus on securing high standards of attainment for all pupils, removing barriers to learning and wider activities and reducing unjustifiable difference in outcomes for different groups of pupils.

Our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.

The taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

The curriculum of our school will promote the spiritual, moral, cultural, mental and physical development of our learners and society, preparing our students for the wider opportunities, responsibilities and experiences of life after WRPS. PSHE and RE in particular will provide opportunities for students to develop their understanding, tolerance and empathy.

For some schools where the pupil population is diverse, existing activities and work aimed at supporting pupils from different social, ethnic or economic backgrounds to learn from, will already

be contributing towards community cohesion. For our school, where the student population is less diverse (according to our annual school census and local data), we will work to provide opportunities for our learners to work with a range of people from different age groups, backgrounds, religious, ethnic and cultural groups.

All pupils, including those with a physical disability or special educational needs, will have equal access to the curriculum appropriate for their age or ability. The curriculum may be modified and/or differentiated to enable the individual pupil to better access that curriculum due to any educational or physical special needs they may have.

Equal opportunities will be specifically taught and promoted within the curriculum. For example, through Personal, Social and Health Education (PSHE) issues relating to gender, physical disabilities (e.g. mobility, hearing, sight), age, race and religion or belief can be addressed.

Science and Sex and Relationship Education lessons (SRE) will provide opportunities for issues relating to gender and sexual matters to be addressed as appropriate for the age of the children.

Assembly and Collective Worship also enable specific matters around religion, belief and culture to be directly addressed.

Equal opportunities may also be promoted through other curriculum areas when appropriate. For example, in science, history, geography, RE, art, etc. there may be opportunities to include teaching about the contributions of men & women, people with disabilities, and our shared human needs and similarities irrespective of ethnic and cultural background.

Resources bought by the school and used to teach the various subjects, and provide the children with a range of images and messages about diversity e.g. posters, books, computer software, will promote equal opportunities and be free of prejudicial or stereotypical messages. Resources will be reviewed from time to time to ensure they are appropriate. Staff will be mindful that this may not be the case where children, parents or other well-intentioned sources have loaned resources to the school. Loaned material found to contain prejudicial, discriminatory or stereotypical messages will be used with discretion, not used at all, or used within the context of opportunities to discuss issues of equality and diversity.

In planning the curriculum, account will be taken of the needs of the pupils, including a disability, cultural background and linguistic needs, and appropriately differentiated work produced.

Where appropriate and opportunities allow, within certain curriculum areas pupils can:

- explore issues of identity, equality, and racism, including the use of language;
- learn about and celebrate festivals and traditions of different cultures;
- learn about global issues and our interdependence on each other.

A variety of strategies will be used to encourage the participation of all pupils, encouraging understanding and learning from each other e.g. providing accurate information, developing empathy, using discussion and debate, modelling good anti-discriminatory practice to enable the widest possible engagement and understanding of these issues.

Exploring and developing with pupils their understanding of potentially “difficult” issues, including racism and homophobia, will be handled in a sensitive way and “ground rules” are used appropriately.

Consultation and advice from teaching support services will be accessed as appropriate to help us meet the needs of all pupils, e.g. Ethnic Minority Achievement Service, Traveller Education Service.

Teachers will be mindful of children with specific physical needs, such as partial sight or hearing, or those with restricted mobility, when considering classroom organisation, lesson planning and practice.

Teachers will ensure both boys and girls have equal access to all aspects of the different curriculum subjects to ensure they are not seen as appropriate for only boys or girls, but for all children. This is especially important in those subjects that have historically been orientated to one gender. For example, in Design and Technology all children should engage in activities using food and fabrics, (historically female activities) and using construction materials (historically male activities).

When grouping children for certain activities, teachers should be mindful of the gender balance and the personal characteristics of the individuals within the group. For example, is the activity (e.g. D.T., practical science, games) likely to be dominated by one gender or character strong individuals within the group to the detriment of the others? If so, single gender or similar personality grouping may be appropriate to ensure all members of the group have equal opportunity to undertake the activity.

In class discussions, all pupils should be given the opportunity to contribute and staff should not allow the more lively and/or knowledgeable children, irrespective of gender, to monopolise the discussion. Indeed, it may be necessary for staff to deliberately ask reluctant individuals to contribute not only for equal opportunity reasons but to enable the staff member to evaluate the child's understanding or to facilitate the child's learning and personal development.

Parenting Workshops

The SENCO delivers training to teachers, teacher assistants, and parents across LLC. All are welcome to sessions on autism, Asperger's, anxiety, effective hearing reading, other reading interventions, THRIVE, understanding boys learning, how to talk so kids will listen, how to do a literacy assessment, learning to wait, dyspraxia, dyslexia to name but a few. WRPS is also encouraging colleague visits to improve the quality of interventions delivered and data there from.

Pastoral care

Support of a full time teacher is available for specific pupils if necessary, for example those for whom English is a second language, to enable them to participate equally and achieve their own potential.

Activities, including extra-curricular activities

We are an inclusive school offering a variety of extra-curricular activities subject to health and safety considerations.

7. Engagement and Understanding

We will work closely with partner schools to share our experience, and to ensure that the process is as consistent across the local learning community (LLC) and county as possible, feeding into their own annual reporting mechanisms.

8. Objectives

Our objectives for our Equality Policy are as follows:

- To ensure a fair and representative level of pupil voice exists by extending our traditional School Council to include a representative mix of all pupils, wherever possible
- To ensure a representative membership of all sections of the pupil community, including vulnerable pupils, can participate in out of school clubs and activities
- To narrow the gap between vulnerable groups of pupils and other pupils in access to homework support

These objectives will be reviewed as set out in Section 9 below to assess performance.

9. Monitoring and Review

A full review of the Equality Policy will occur every three years consulting stakeholders including pupils, parents/carers, staff and governors. Both are subject to Governors' ratification.

Improvement objectives are contained within the School Improvement Plan and will be reviewed annually.

The progress of children is continually tracked using the Pupil Tracker school assessment framework to ensure that they are achieving in line with expectations at all times, assessed in relation to the following characteristics:

- Sex/gender
- Disability/SEN
- Ethnicity
- Eligibility for Pupil Premium
- Looked After Children

The following data is also monitored both informally and formally on progress of children:

- Positions of responsibility held
- Satisfaction / enjoyment levels in different school activities
- Levels of behaviour and anxiety
- Areas of the curriculum which present particular challenges for them or to which they may have restricted access
- Areas of the school where they have no or impeded access
- Aspirations / ambitions for the future
- Success of transition out of school
- Access to school trips
- Involvement in school life e.g. after school clubs

Targets are communicated regularly to the children. Where individual underachievement is found or differences in the performance of certain groups are identified, appropriate remedial strategies to curriculum planning and delivery are implemented and targeted at these specific individuals or groups.

Appropriate assessment strategies are employed as far as possible to ensure no individual or group is disadvantaged by the assessment system due to physical or linguistic needs whether culturally based or not. For example, assessment material could be produced in large print format, another language, Braille, etc.

In order that children feel comfortable in raising issues or difficulties they have as a result of any

health conditions or impairments, or any other characteristic, systems are in place in school to ensure that children can discuss issues or potential barriers to their success, namely:

- ‘Open-door’ policy for children and parents.
- The regular current affairs forum each week which allows children to discuss relevant issues as a group.
- Through educating children via the school’s PSHE (personal, social and health education) curriculum, and through the SEAL (social and emotional aspects of learning) materials used in school

Employment diversity monitoring questionnaires data will be collected for all staff to fulfil monitoring duties. These questionnaires are available from the local authority.

The school is aware of its legal duties in relation to asking job applicants questions about disability and health, insofar that it can only do this to make reasonable adjustments or for diversity monitoring.

Regular communication with the wider community of school users will take place via feedback forms to ensure that any issues with disability are taken into consideration.

10. Action Plan

Description	Responsible	Audit	When
Ensure relevant policies have Equality Impact statement	Author	Governors	Annually
Review Equality Policy, consulting school stakeholders	Dep H/T	Governors	3 yearly
Address any opportunities to improve the implementation of the Equality Policy as identified in the School Improvement Plan	Head	Governors	Annually
Review implementation of Pupil Premium Tracking and outcomes taken	Head	T&L Committee	Termly
Follow the DCC Equality Policy to ensure personnel at the school, whether employed or seeking employment, are treated fairly	Head	Governors	Ongoing
Share good practice with LLC neighbour schools	Head	Governors	Ongoing
Monitor feedback forms of school site users	Head	Governors	Ongoing

Appendix A: Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010 and covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for acts of employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). However, age discrimination does not apply to the provision of education, but it does apply to work.
- Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions.
- Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as potentially Trans children. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in a primary school environment.
- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people. It may include Caste.
- Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
- Sex - A man or a woman.
- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian until later, promotion of sexual orientation equality is still relevant in a primary school environment. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'coming out' when they are older.

'Prohibited Conduct' (acts that are unlawful) include:

- Direct discrimination - Less favourable treatment because of a protected characteristic.
- Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

- Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context. Harassment because of gender reassignment, sexual orientation or religion and belief in relation to the provision of education does not apply but such acts may constitute direct discrimination.
- Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Combined (dual) discrimination - Discrimination because of two protected characteristics such as age and sex/gender. Not yet effective.
- Discrimination arising from disability – Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender re-assignment discrimination (allows reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- Pregnancy/maternity related discrimination – unfavourable treatment because of a girl's/woman's pregnancy or maternity. It includes unfavourable treatment of a woman because she is breastfeeding.
- Discrimination by association or perception - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Public Sector Duties (applies to Schools):

A public authority must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
- Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
- Foster good relations between people (tackle prejudice and promote understanding).

Reasonable Adjustments and School Improvement Plan (Schedule 10 of the 2010 Equality Act)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Access Plans which will
- Increase disabled pupils' access to the school curriculum
- Improve the physical environment
- Improve provision of information.

The duty is an anticipatory and continuing one that you owe to disabled pupils generally, regardless of whether you know that a particular pupil is disabled or whether you currently have disabled pupils. You should plan ahead for the reasonable adjustments you may need to make.

Appendix B: Other Useful Links – External

www.equalityhumanrights.com - includes the guidance for schools
www.devon.gov.uk/equalitylegislation.htm
www.gov.uk/equality-act-2010-guidance

Appendix C: Other Useful Links – Internal

Anti-Bullying Policy

www.withycomberaleigh.devon.sch.uk/wp-content/uploads/downloads/2012/10/Anti-Bullying-10.pdf

Cyber Bullying Policy

www.withycomberaleigh.devon.sch.uk/wp-content/uploads/downloads/2012/10/Cyber-bullying.pdf

Behaviour Policy:

Available from the School Office on request, however KS1 Policy can be downloaded from www.withycomberaleigh.devon.sch.uk/wp-content/uploads/downloads/2013/07/KS1-F-Behaviour-Policy-2.pdf

Safeguarding Policy:

Available from the School Office on request

Appendix D: Recruitment and Professional Development:

All staff will have equal opportunities to undertake Continuing Professional Development as part of their Annual Staff Appraisal discussions.

As a Local Authority controlled school, the school benefits from the expertise and services of Devon County Council. As such, whole school training needs for staff and governors as identified within the School Development Plan, will be dealt with by the School Management Team arranging with the relevant local authority officers including their service provider partner, Babcock, to provide whole staff INSET during an INSET day or staff meeting. Further information is available at:

Devon County Council staff recruitment and support www.devon.gov.uk/jobscareers.htm

Devon County Council professional development and training: www.devon.gov.uk/index/jobscareers/workinfordcc/development.htm

Education Support partner: www.babcock-education.co.uk/ldp/

Appendix E: Further information:

For further information please contact:

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