


West Didsbury CE Primary School



Belonging, Believing and Becoming

Single Equalities Statement Policy

Reviewed by Governors	May 2021
Next Review date	May 2024

West Didsbury CE school single equalities policy statement

Legal framework

1. We welcome our duties under the Disability Discrimination Acts 1995 and 2005; the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Sex Discrimination Act 1975 as amended by the Equality Act 2006; and the expectation in the Equality Bill 2009 that we should promote equality, diversity and good relations in relation to age (as appropriate), faith and religion, gender reassignment and sexual and gender identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We welcome the proposals set out in Equality Bill: making it work, published by the Government Equalities Office in June 2009, that from 2011 onwards we should publish a statement of equality objectives for our school and should report on progress towards achieving them
4. We recognise these 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.

Guiding principles

5. In fulfilling the legal obligations cited above, we are guided by seven principles:

Principle 1: All learners and stakeholders are of equal value.

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

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status whatever their gender and gender identity or whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless 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 recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- sexual identity.

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, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that 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 or whatever their ethnicity, culture, religious affiliation, national origin or
- national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

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:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- the sexes.

Principle 6: We consult and involve 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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- everyone regardless of gender or sexual orientation

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
- everyone regardless of gender or sexual orientation

Action plans

6. We recognise that the actions resulting from a policy statement such as this are what make a difference.

7. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and self-evaluation form (SEF), setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

8. We review our action plan annually and report annually on progress towards achieving the equality objectives we have identified.

The curriculum

9. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 5 above.

Ethos and organisation

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

- pupils' progress, attainment and achievement
- pupils' 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 or working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

11. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–4:

- 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, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

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

13. 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 are dealt with.

Roles and responsibilities

14. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plan are implemented.

15. A member of the governing body has a responsibility for overseeing the implementation of this policy. The FGB monitors the Headteacher's implementation of all the equalities policies.

16.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.

17.All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 5 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work. Information and resources

18.We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

19.All staff and governors have opportunities to jointly discuss and explore concepts of equality, diversity and community cohesion.

Religious observance

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

Staff/Governor development and training

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

Breaches of the policy

22.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.

Monitoring and evaluation

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

24.In particular we collect, analyse and use data in 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.

Date approved by the Governing Body: May 2021

Signed by the Chair of Governors_____

Appendix

WDCE

How the school is complying with its general duty

1. What the school is doing to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010.

- Conduct prohibited by the Equality Act 2010 is detailed in this policy which is available to all members of the school community through a variety of sources;
- The school's Equality Policy and equality issues in school are monitored by a nominated member of the school's Governing Body, by the Head of School and by the Equality Working Group;
- The school provides training to staff and governors about their responsibilities under the Act and about equality issues.
- The school will make reasonable adjustments to the school environment and make activities as accessible and welcoming as possible for pupils, staff and visitors to the school;
- By planning ahead, the school will ensure where reasonably possible that all pupils are able to take part in all the activities in school including extra curricular activities and any residential visits. The school will monitor uptake to ensure no one is disadvantaged on the grounds of a protected characteristic;
- The school takes seriously the need to consider equality implications whenever policies and procedures are developed, adapted and reviewed and whenever significant decisions are made about the day to day life of the school. This will ensure that policies, procedures and decisions do not even inadvertently, disadvantage groups of pupils with protected characteristics.
- Equality considerations are taken into account in all school policies;
- Bullying and prejudice related incidents are carefully monitored and dealt with effectively;
- The school will ensure that all appointment panels give due regard to equality issues so that no one is discriminated against when it comes to recruitment, promotion or training opportunities. The school will ensure that job applicants are not asked health related questions in accordance with the Act and the school's Equality Policy unless they related to an intrinsic function of the work they do. The school will ensure that reasonable adjustments are made to the interview/recruitment process as necessary;
- The school will consider any possible indirectly discriminatory effect of its practices when considering requests for contractual variations. Requests will only be refused if there are good business reasons unrelated to any protected characteristics in accordance with the school's Flexible Working Requests Policy and Procedure;
- The school is committed to ensuring pupils understand that they belong to a society and a world that is diverse and multi-cultural. The school will regularly consider and review the way in which its teaching and the curriculum helps promote an awareness of the rights of individuals and helps pupils understand and value difference and diversity and to challenge prejudice and stereo-typing. The school will actively

promote equality, diversity and fundamental British values through the curriculum and by creating an environment which demands respect for all.

2. What the school is doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

- The school knows the needs of its population very well and collects and analyses data in order to inform planning and identify targets to achieve improvements;
- The school has procedures, working in partnership with parents and carers, to identify children who have a disability through admissions meetings;
- The school collects data and monitors the progress and achievement of groups of learners by the relevant and appropriate protected characteristics and taking into account the groups of learners identified in the 2019 Ofsted Education Inspection Framework. This information will help the school ensure that pupils are achieving their potential, the school is being inclusive in practice and that trends are identified which will help to inform the setting of the school's equality objectives;
- The school will publish attainment data which shows how pupils with different characteristics are performing in helping to identify whether there are any areas of inequality which need to be addressed, Stockport data pack will be used as this contains much detailed analysis by relevant characteristics;
- The school will take action to close any gaps in progress or achievement for example, for those making slow progress in acquiring age appropriate literacy and number skills;
- The school will collect, analyse and use data in relation to attendance and exclusions of different groups. This information can be found on the school's website;
- The school will collect and analyse information about staff recruitment, retention, training opportunities and promotion to ensure that all staff have equality of opportunity;
- The school will ensure that it engages and consults with those people who are affected by a policy or activity in the design of new policies and in the review of existing ones;
- The school will encourage pupils with particular characteristics to participate fully in school activities for example by encouraging both boys and girls and pupils from different ethnic backgrounds to be involved in the full range of school clubs and societies;
- The school has disabled access, disabled parking bays, a disabled toilet;
- The school is fully aware of the dietary requirements of ethnic groups within school and makes for all of our pupils taking into account equality issues;
- The school will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able". The school will use a range of teaching strategies that ensures it meets the needs of all children;

- The school will provide support to children at risk of underachieving; the school is alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality;
- The school will take positive action which is proportionate to address the disadvantage faced by particular groups of children and staff members with particular protected characteristics, such as targeted support.

3. What the school is doing to foster good relations across all protected characteristics.

- The school will prepare children for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children;
- The school teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum;
- The school will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping;
- The school promotes a whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour;
- The school provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- The school includes the contribution of different cultures to world history that promote positive images of people;
- The school provides opportunities for pupils to listen to a range of opinions and empathise with different experiences;
- The school promotes positive messages about equality and diversity through displays, school assemblies, visitors and whole school events;
- The school includes equality matters in the Newsletters to parents and carers;
- The school will review relevant feedback from the annual parents questionnaires and from parents' evening, parent-school forums, from issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- The school will secure and analyse responses from staff surveys, staff meetings and training events review feedback and responses from the children and groups of children, from the school council, PSHE lessons, and whole school surveys on children's attitudes to self and school.