

Aims

The aims of Wootton-by-Woodstock Primary School are for:

- Every member of the school, whether adult or child, to know that they are valued and to be confident in expressing views and opinions
- All pupils to have access to the curriculum and all school activities (or equivalent activities as referred to in the SEND policy) and make the greatest progress possible in order to achieve their full potential
- To meet all aspects of the Equality Act.

Definition

The Equality Duty is about ensuring that every member of the school community is regarded as being of equal worth and importance irrespective of religion or belief, race, nationality, ethnicity, gender, trans, sexual orientation, age, ability or disability, opinion or family background. It is also an entitlement to equality, self-respect, respect for others, a broad and balanced education and a supportive environment as a basis for successful learning and participation.

Wootton-By-Woodstock School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, and will ensure that no person is treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment, victimisation of or discrimination against any person for any reason.

As a school we welcome our duties under the Equality Act 2010. These are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

The Equality Act 2010 protects pupils and staff from discrimination and harassment based on 'protected characteristics'.

The protected characteristics for the school provision are:

- Age (for employees)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership (for employees)
- Race
- Religion or belief
- Sex
- Sexual orientation

Association - It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. (See Advice for school leaders May 2014)

This school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs

- Pupils and others with special educational needs
- Pupils who are gifted and talented
- Pupils and others with disabilities
- Looked after children and their carers
- Children or staff who are gay or lesbian
- Staff who are pregnant or have just given birth
- Staff undergoing gender reassignment

The categories of pupils covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school). (see Equality Act 2010)

The law requires the school to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine the focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

School objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group we will include work in this area. Currently the school uses these systems to assess academic progress in terms of gender, SEND, most able (MA), ethnic groups, minority groups, and summer born children.

Admission

- All children are admitted according to the school's admission policy. Our admissions policy and criteria do not disadvantage pupils from particular religious or racial groups and action will be taken to remove any inequalities which are identified.
- The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils.
- Confidentiality will be respected in accordance with provisions made in the Data Protection Act.

Attendance

The school has a comprehensive attendance policy which all stakeholders are expected to uphold.

Access

Arrangements for access are detailed in the school development plan on an annual basis. Wootton-By-Woodstock School recognises that some groups covered in this policy are likely to be economically disadvantaged and therefore takes action to avoid putting parents under unnecessary financial pressure (see charging policy).

SUPPORTING LEARNERS

Curriculum

At Wootton-by-Woodstock School we think it is important to:

- Encourage and support all children in developing positive perceptions of all curriculum areas.
- Present curriculum activities in ways which are relevant and interesting to all children.
- Develop strategies to improve the achievement of groups in areas where underachievement might occur
- Have equally high expectations of all groups
- Take steps to ensure that all children will be able to take part in all aspects of the curriculum e.g. educational visits. Alternatively opportunities of equally experiential worth will be offered.
- Promote international and multi-cultural dimensions through all curriculum areas.
- Ensure that all pupils are appropriately supported in assessments. Particular attention is paid to identifying and meeting any support needs for groups who have different experiences (e.g. travellers, refugees and asylum seekers and pupils for whom English is an additional language).
- Ensure all pupils are able to access appropriate physical activities according to their abilities, disabilities and needs
- Vary teaching styles to take account of individual learning needs

Resources and Display

- Resources are chosen to present positive images of different cultures and which avoid stereotyping.
- Resources meet the needs of all children, including those with special needs, to ensure full access to the curriculum for all. (see SEND Policy)
- Resources are monitored to ensure the promotion of a positive image regarding race, gender and special need.
- All classes have a range of books which promote equality.
- Displays celebrate the achievements of all groups of children.

Organisation and management

- Within the classes, groupings will be considered carefully and varied appropriately, to ensure that each child is able to work in the best possible conditions.
- We will be aware of left-handed children when allocating seating.
- All adults will be aware of the differing demands made on their attention by different children.

Special Educational Needs

- Wootton School promotes equality for children with Special Educational Needs (see SEND Policy). The school ensures that, where possible, children with disabilities are provided with equipment and facilities to enable them to take as full a part as possible in the school curriculum. The school provides a safe environment for children with disabilities including toilet facilities and a ramp for access into the classrooms. (2005).
- External support and advice will be sought for any at risk groups such as EAL or traveller families

Culture, Ethos, Behaviour and Relationships

The school has a strong and sensitive ethos engendered by a culture of commitment to the well-being and growth of every individual. All school policies are rooted in a clearly identified set of values. (The key school values are Nurturing, Respect, Responsibility and Creativity.) With regard to relationships in particular, Wootton-by-Woodstock School expects all stakeholders to treat others with courtesy and compassion. The school promotes inclusion, respect and tolerance. As part of Personal Social and Health Education all pupils are encouraged to develop such attitudes towards others within school and the wider community. A positive sense of self-worth is also promoted and we expect all to abide by the following policies:

- PSHE
- SMSC
- Behaviour
- Community Cohesion
- Dignity at Work
- Harassment

This 'whole school' approach is to promote equality and eliminate any kind of discrimination before it begins.

Parents and Carers

We welcome parents and carers and recognise them as equal partners in the education of their children. If the need arises the school would actively support the needs of any parent who has difficulty in understanding communications from the school.

Parents of children with SEND are kept informed of their progress in accordance with the SEN Policy. The 'working together' section of the school prospectus details how the school promotes positive relationships and information sharing with parents.

Staffing

All Staff have access to a copy of the Equality Policy. The contribution of each individual working in the school is valued and each member of staff is seen as part of the team. Whole Staff meetings are held regularly and members of staff are able to raise any issues they may wish to discuss. All staff have access to courses/INSET activities relevant to their needs within the school although at times there may be some financial constraints. All members of staff are included in the annual professional review and Appraisal process. The County Guidelines are followed in all aspects of Recruitment of Staff and Staff Pay under the Equal Pay Act 1970 and the Employment Equality (age) Regulations 2006. The Equality Act makes it unlawful for any employer to ask questions relating to an applicant's health prior to a job offer. The Race Relations Amendment Act requires the LA to ethnically monitor job applicant data to ensure authorities work towards the elimination of unlawful discrimination and promote equality of opportunity and good relations between persons of different racial groups. Therefore applicants will be encouraged to complete this section on their application forms.

Religious observance

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

Information Gathering and Record Keeping

On admission of children, parents are invited to provide information relating to each child's ethnic group, religion and spoken languages.

The purposes of information gathering are so that staff can:

- Be aware of the diversity of children in their class and respect their cultural backgrounds
- Use the information to have a positive impact on classroom planning
- Draw on children's knowledge and experience in the learning process
- Respond to the needs of parents by being sensitive to their cultural and religious identity
- Provide information for the LA's monitoring procedures.

Monitoring

The implementation of the Equality Policy is monitored by the coordinator through:

Classroom observations

Sampling of pupils' work and targets

Checking record keeping and planning for the needs of different groups

Dialogue with staff

Sampling of resources

Ensuring that other policies promote equal opportunities when they are being reviewed

And by the governors through:

Liaison with head teacher and coordinator

Classroom observations

Carrying out statutory responsibility

At Wootton-by-Woodstock School we welcome the advice offered by The Equality and Diversity Achievement Service (EDAS), the LA and Ofsted.

Responsibilities

Promoting equality is a whole school responsibility:

The governing body will

- Ensure the policy and its related procedures and strategies are implemented.
- Ensure that racial equality will be a regular agenda item at governor meetings.
- With the Headteacher ensure that data is collected on pupils and employees.
- Ensure that the school complies with legislation.
- Monitor progress towards achieving equality objectives.
- Publish information to demonstrate how they are complying with the Public Sector Equality Duty
- Prepare and publish equality objectives. (This should be done at least once every four years.)

The Equality Coordinator will

- Ensure that all staff implement the policy and are aware of their responsibilities and are given appropriate training and support
- With the Headteacher, promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

The Head is responsible

- For taking appropriate action in any cases of unlawful discrimination.

- With the governing body for ensuring that the policy and its related procedures and strategies are implemented.
- With the Coordinator for promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

All staff will

- Deal with equality incidents and challenge bias and stereotyping. Ensure that all prejudice related incidents are reported.
- Promote equality and good relations and not discriminate on grounds of protected characteristics
- Keep up to date with legislation by attending training and information opportunities

All parents will

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

All pupils will

- Support the school to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Local Community Members will

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

Review

This policy has been through a process of consultation with all staff, governors, parents, pupils and the LA. It is reviewed annually.

Action Planning

Equality objectives identified for action are incorporated into the SDP annually and published on the school website.

Breaches of policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body. Any concerns with regard to Equality, whether from children or adults, will be considered seriously, monitored and the policy amended, if necessary, at the next regular review.

More information on unlawful behaviour can be found on page 9 (section 1.16) of the Advice for School Leaders May 2014, which is in the staff room.

This policy has been compiled in accordance with:

- **The Equality Act 2010** which replaces all the existing equality law including:
 - The Equal Pay Act 1970
 - The Sex Discrimination Act 1975
 - The Race Relations (amendment) Act 2000
 - The Disability Discrimination Act 2005 (DDA)
- The Code of Practice on the Duty to Promote Race Equality issued by the Commission for Racial Equality
- The Gender Equality Duty 2007.
- Employment Equality (religion or belief) Regulations 2003

We will ensure that the information we publish and the equality objectives that we set are easily accessible. In addition to publishing them electronically on the school website and Learning Platform we will consider making them available in other formats.

Wootton-by-Woodstock School welcomes its duties under the above acts including the Education and Inspections Act 2006 to promote community cohesion.

The school recognises that these duties 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.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Agreed: March 2018

Person responsible: Valerie Lucas

Head: V. Lucas

To be reviewed: March 2019

Appendix

www.cre.gov.uk – commission for racial equality

www.racialjustice.org.uk –website about racial justice

www.standards.dfes.gov.uk/genderandachievement - DFES Gender and Achievement website

www.eoc.org.uk – Equal Opportunities Commission

www.womenandequalityunit.gov.uk – Women and Equality unit

www.letterboxlibrary.com – multicultural and non-sexist children's books

www.britkid.org – website about race, racism and life as seen through the eyes of Britkids. This includes games and role playing situations.

www.runnymedetrust.org – commission on the future of multi-ethnic Britain.

www.teachernet.gov.uk

www.governornet.co.uk

www.dotheduty.org.uk

www.equalities.gov.uk

www.equalityhumanrights.com

www.opsi.gov.uk

<http://intranet.oxfordshire.gov.uk/wps/wcm/connect/occ/Insite/Home/>

Departmental advice for school leaders, school staff, governing bodies + local authorities May 2014