



Wragby Primary School Equality Policy

Equality Policy

Introduction

This Equality Policy sets out the schools' approach to promoting equal opportunities following guidance from the Equality Act 2010. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish a disability and gender equality policy.

This Equality Policy statement sets out:

- The context of our school.
- Aims and values.
- Our schools' overall approach to promoting equality celebrating diversity and tackling discrimination.
- Specific reference to race, disability and gender equality.
- Roles and responsibilities.
- Monitoring, reviewing and assessing impact.

The School Context – What sort of school are we?

Wragby Primary School serves a wide rural area. The school is well maintained with a safe environment. Most children enter the school having experienced some form of pre-school provision. Pupils enter school with a wide range of attainment; most pupils come from a rural background with little variation in ethnicity. When compared with the national average the percentage of pupils with SEND is higher than the national average. The percentage of pupils speaking English as an additional language is low. The number of children in receipt of Pupil Premium is higher than the national average. Overall, pupils come to school well motivated; they work hard and make the most of their educational experiences. Their parents are supportive and endeavour to work in close partnership with the school. The school takes great pride in meeting the individual needs of all pupils. The local environment is used to broaden and enrich the quality of pupils' educational experiences, with visits further afield to extend pupils' understanding of the wider environment.

Equality – aims of the school

At Wragby Primary School we aim to provide equality and excellence for all in order to promote the highest possible standards. Our Equality Policy is based upon our agreed aims:

- To provide a curriculum which is balanced and broadly based, promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and to offer pupils opportunities to develop a variety of interests and skills which will prepare them for the responsibilities and experiences of adult life.
- To create an environment in which a respect for people and property is an essential feature built on good relationships where every member of the school is valued and to encourage a sense of belonging to, and an appreciation of the school family.
- To help pupils develop enquiring, imaginative and creative minds with the ability to question and discuss rationally.

- To raise the academic achievement of all pupils.
- To encourage positive attitudes and help children develop a sense of self-discipline and self-respect by acknowledging good behaviour and emphasising what is acceptable.
- To involve parents, Governors and other adults as valued participants in the school community.
- To encourage tolerance of the individual's right of freedom of expression, regardless of gender, race or creed.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. We will take steps to:

- Promote equality of opportunity and access.
- Promote racial equality and good race relations.
- Oppose all forms of prejudice and negative discrimination.
- Ensure pupils with a disability have access to the school buildings and to the curriculum.

Our approach to promoting equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background. The principles of this policy apply to all members of the extended school community – pupils, staff, governors and parents/carers.

Race Equality

The school is fully committed to meeting its obligations under the Equality Act 2010. We will:

- Ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable.
- Respect and value differences between people.
- Prepare pupils for life in a diverse society.
- Make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued.
- Promote good relations between different racial and cultural groups within the school and within the wider community.
- Ensure that an inclusive ethos is established and maintained.
- Acknowledge the existence of racism and take steps to prevent it.
- Oppose all forms of racism, racial prejudice and racial harassment.

- Be proactive in tackling and eliminating unlawful discrimination.

Disability Equality

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment, which has a substantial and long term effect on that person's ability to carry out normal day to day activities'. The aim of our school is to ensure that disabled people have the same opportunities as non-disabled people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- Not to treat disabled pupils and prospective pupils less favourably than other non-disabled pupils
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.

In addition, steps will be taken to ensure that employees, and those working with the school's authority:

- Support the governing body in meeting their duties.
- Do not act in such a way that renders the governing body liable to a claim of discrimination.

Staff and those working within the authority of the school are made aware of the basic requirements of the Equality Act 2010 – advice for school leaders, school staff, governing bodies and local authorities for Schools. There will be occasions where the treatment of disabled children is different from non-disabled pupils. In such cases the school will be able to demonstrate that such treatment is justified. Careful consideration will be given to how participation can be best facilitated. We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- Ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance.
- Reviewing staffing arrangements to ensure that the school is in a position to administer medication and additional support if required in exceptional circumstances.
- Ensuring there are special arrangements in place for disabled pupils who are taking tests.
- Ensuring our policies and procedures for anti-bullying cover issues of disability.
- Working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them.
- Equality Act 2010 – advice for school leaders, school staff, governing bodies and local authorities for Schools.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- Creating an ethos and culture, which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability.

- Providing an opportunity to parents for disclosure of a disability during the admissions process.
- Providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip).
- Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

Our school believes that improving access to education and educational achievement for disabled pupils:

- Ensures equality of opportunity.
- Encourages full participation in society.
- Improves the likelihood of independent living and economic self-sufficiency in the future

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot. We will:

- Improve the accessibility of the physical environment within the resources available in response to needs arising.
- Identify and monitor the performance of vulnerable groups of pupils.
- Ensure assessment procedures take into account the SEN Code of Practice and its Toolkit; the needs of EAL pupils; the needs of ethnic minority pupils.
- Have procedures for involving all parents/carers in their children's learning and we monitor this involvement and the outcomes.
- Have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Make sure that educational inclusion is an integral part of the schools' development programmes, continuous professional development and governors' meetings.
- Deploy resources to pupils with SEND in respect of their needs and the SEN Code of Practice.

Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (eg. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

Roles and responsibilities

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation.
- Making sure this policy and its procedures are followed.

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.

- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Taking training and learning opportunities.

Responsibility for overseeing equality practices in the school is as follows:

- Coordinating and monitoring work on equality issues (Headteacher).
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Headteacher, Deputy Headteacher, Key Stage Leader).
- Monitoring the progress and attainment of vulnerable groups of pupils (Headteacher).
- Monitoring exclusions (Headteacher).

Monitoring, reviewing, assessing impact

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

This policy will be reviewed annually.

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