

# Whitwell Primary School



## Equality Information & Objectives

Adopted by the Governing Board of Whitwell Primary School  
on 20.05.2021

Signed: \_\_\_\_\_

Chair

### Record of Policy Reviews & Amendments

Date	Author	Any changes made?
25.05.2017	LA	Complete rewrite. Objectives added.
20.05.2021	LA	New objectives written.

## ***Introduction***

We welcome our duties under the Equality Act 2010, both as a provider of education and as an employer. We recognise that equality of opportunity applies to all members of the school community: pupils, staff, parents/carers, governors and the wider community. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who use the services of our school. We recognise that equality will only be achieved by the whole school community working together.

This document outlines the principles which guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the Local Authority's Equal Opportunity Policy.

## ***National and Legal Context***

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in respect of age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspection Act 2006 to promote community cohesion, i.e. develop good relations across different cultures and groups.

In addition, we recognise that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## ***School Context***

Whitwell Primary School is a community school under the local authority of Derbyshire. It is an average-sized primary school and the majority the pupils are White British. There are very few pupils from minority ethnic backgrounds and very few who are learning English as an additional language. This is a reflection of the community in which the school is based.

The proportion of pupils entitled to additional funding through the pupil premium is in line with the national average. This is funding provided to support pupils known to be eligible for free school meals, those in local authority care and those who are from families in the armed services.

The proportion of pupils with special educational needs supported at school action is just below the national average. This is also true for those at school action plus or with a statement.

(See Appendix A for a detailed breakdown of the school characteristics)

## ***Standard Procedures and Processes of our School***

### **Disability**

The school's Accessibility Plan is reviewed annually to ensure that it complies with the requirements of relevant legislation (Disability Discrimination Act). The school has clear procedures for identifying and assessing pupils with a disability and works actively with parents/carers and relevant agencies to plan to best meet their needs.

## Gender

Pupil achievement is rigorously monitored and any under-achievement is addressed through high quality teaching and support. All children are actively encouraged to take part in all activities, regardless of any perceived gender bias.

## Race

Good relationships exist between all members of our community and the school has clear procedures for dealing with any perceived incidents of race discrimination. Pupils are encouraged to develop respect for others and this helps to prepare them for living in a diverse society. The RE and PSHCE curriculum ensures that there is emphasis placed on helping pupils learn about racial diversity.

## Community Cohesion

The school works actively and cooperatively with the local community and close links have been forged with the Parish Council, local businesses and the village churches.

## **Legal Background**

To fulfil our legal obligations, we are guided by a number of principles:

### ***We see all pupils, potential pupils, their parents and carers, and staff as of equal value***

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation
- whatever their marital status
- whether they are currently pregnant or have recently given birth
- whatever their age
- whatever their language

### ***We recognise and respect difference***

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics, e.g.

- disability – we note that reasonable adjustments may need to be made
- gender (including transgender) – we recognise that girls and boys, men and women, have different needs
- religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- ethnicity and race – we note that everyone has different experiences as a result of their ethnic and racial backgrounds
- age – we value the diversity in age of staff, parents and carers

- sexual orientation – we recognise that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

***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 and interaction between groups and communities that are different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

***We observe good equalities practice in relation to staff***

We ensure that our policies and practices for all staff and potential staff throughout the employment life cycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for their legal rights, taking into account aspects applicable to particular groups, e.g. duty to make reasonable adjustments for disabled staff.

***We aim to reduce and remove inequalities and barriers that already exist***

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

***We consult and involve to ensure that views are heard***

In our development of policies, we engage with groups and individuals to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed by the School Council. For policies and activities affecting parents and carers, we will take account of views expressed by parent governors and by parents/carers at mentoring meetings. For policies and activities affecting staff, we will take account of views expressed at staff meetings. Where necessary we will consult more widely with specific groups.

***We aim to foster good community cohesion***

We intend that our policies, activities and curriculum foster good community cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

***We base our practices on sound evidence***

We maintain and publish information annually to show our compliance with the Public Section Equality Duty, set out under Section 149 of the Equality Act 2010.

***We set ourselves specific and measurable equality objectives***

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in (Appendix B). We

will set ourselves new objectives every four years but keep them under review and report annually on progress towards achieving them.

### ***Application of the principles***

The principles outlined above will be applied and reflected in:

- the delivery of the school curriculum
- the teaching and learning within the school
- our practice in relation to pupil progress, attainment and achievement
- our teaching styles and strategies
- our policies and practice in relation to admissions and attendance
- our policies and practice in relation to staff
- our care, guidance and support to pupils, their families and staff
- our policies and practice in relation to pupil behaviour, discipline and exclusions
- our partnership with parents and carers
- our contact with the wider school community

### ***Addressing prejudice and prejudice-related bullying***

The school is opposed to all forms of prejudice, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents involving staff and pupils are recorded and dealt with appropriately.

### ***Roles and responsibilities***

The Governing Board is responsible for ensuring that the school complies with legislation and that this policy and its related procedures are implemented, and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All stakeholders are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils who have additional needs

#### **Links with other policies:**

Accessibility Plan

Anti-Bullying

<b>Characteristics as at January 2021 Census</b>	<b>Total</b>	<b>Breakdown (%) and comments</b>
Number of pupils	284	Includes Nursery children
Number of pupils eligible for FSM	87	
Number of pupils eligible for Pupil Premium	116	
Number of pupils with special needs	41	
Number of pupils with a disability + SEN	0	
Number of pupils with a disability (no SEN)	0	
Number of gifted and talented pupils	-	Data not collected
Number of EAL pupils	2	
Number of White British pupils	281	
Number of BME pupils	1	
Number of Chinese pupils	2	
Number of staff	42	
Number of staff with a disability	0	
Number of EAL staff	0	
Number of White British staff	42	100%
Number of BME staff	0	
Number of governors	15	
Number of governors with a disability	0	
Number of EAL governors	0	
Number of White British governors	15	100%
Number of BME governors	0	

FSM = free school meals

SEN = special educational needs

EAL = English as an additional language

BME = black and minority ethnic

## **Equality Objectives**

Having referred to and analysed our equality information, we have set ourselves the following objectives:

### **Objective 1**

*By 2021/22, to increase staff understanding of mental health difficulties and endeavour to ensure that adults and children experiencing these difficulties are well supported.*

### **Objective 2**

*By the end of 2022/23, the attendance for disadvantaged children will be closer in line with the attendance for non-disadvantaged children and/or the national average for attendance.*

### **Objective 3**

*By 2022/23, to increase pupil awareness and understanding of the diversity within our society and promote their spiritual, moral, social and cultural development through appropriate curricular opportunities and cultural events.*

### **Objective 4**

*By 2022/23, to narrow the attainment gap between genders in reading and writing attainment and progress by the end of KS2.*