

Woodland View Primary School

Equality Information & Objectives

Status: Statutory

Date adopted by Governing Body: March 2016

Date for review: March 2020

Woodland View Primary School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others.

This plan sets out how the school will promote equality of opportunity in both the delivery of its services and the employment of its staff. It is created in line with the Equality Act 2010 and is to be used in partnership with all the school's other policies. This plan will be reviewed every four years, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create. Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Inclusion Leader has the day-to-day responsibility for coordinating the implementation of this scheme.

The Governing Body

The Governing Body will:

- ensure that the policy is adopted correctly throughout the school
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes and compliance, and report back to the rest of the governing body annually
- report to parents, carers, and the wider community on the progress of the school's equality plan through the school website and annual report.

The Headteacher and senior leadership team

The Headteacher, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the Trust Board on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents as appropriate
- challenge and tackle inappropriate language and behaviour, bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

Staff

School staff will:

- ensure they are aware of the contents of this plan and the school's approach towards all types of discrimination
- challenge and tackle inappropriate language and behaviour, bias and stereotyping
- work to promote anti-bullying strategies as outlined in the school's **positive behaviour and anti-bullying policies**
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

Pupils

Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and attitude towards equality when both in school and off the school site
- report to staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies and set a good example regarding behaviour and social awareness to younger pupils and their peers.

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- support the school's equality plan aims and support it by promoting a positive attitude towards equality at home
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality ethos when visiting the school.

Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
- **Religion or belief**
- **Disability**
- **Medical Needs**
- **Gender and transgender**
- **Sexual orientation**

Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's **Inclusion Policy & SEN Report**.

Pupil voice

Through our support of student voice we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

Recruitment

Woodland View Primary School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. Woodland View Primary School acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan underpins all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;

Staff discipline and suspension

Woodland View Primary School is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline policy and code of conduct**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **school's appraisal & capability policy** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential

environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school's **behaviour and anti-bullying policy** takes account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Monitoring and review

This single equality plan will be reviewed every four years by the Governing Body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community.

Information will be gathered through:

- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- sports and activities choices of all groups;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment of employees;

Reporting

The Inclusion Leader will provide **an annual report** for consideration by the Governing Body, which summarises the information detailed above.

In addition, each Autumn, information will be published on our website detailing how we are meeting the aims of the general public sector equality duty. These are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

2016-2020 Equality Objectives (Set every four years but reviewed annually)

Pupil Outcomes

- All groups of pupils will achieve in line with their potential
- Under achievement will be identified and relentlessly tackled

Behaviour & Safety

- Pupils respect one another
- Pupils feel safe and valued
- Pupils, staff and parents know that discriminatory behaviour and attitudes will be challenged

Provision

- All groups of pupils engage equally with all aspects of school life and any potential barriers are identified and removed
- Pupils who are disadvantaged as a result of inequality will be provided with high quality provision
- Resources and learning opportunities will reflect the needs of our diverse school community and their place in modern Britain

Leadership & Management

- The school leadership team will champion equality on a day to day basis and will provide leadership on the issue to all members of the school community
- The Inclusion Leader will monitor the achievement and experiences of all members of the school community and report on these to the Headteacher and Governing Body each year
- The Trust Board will ensure a nominated governor monitors the work of the school in relation to this policy and reports to the rest of the Trust Board each year