

Wren's Nest Primary School  
Single Equality Policy



Reviewed: October 2016

## Introduction

Wren's Nest Primary School is an inclusive school where we try to meet the needs of all children, removing barriers to learning so that all children make good progress and attain well.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

**Our approach to equality is based on the following 7 key principles:**

- 1. All learners are 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 and whatever their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4. We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 5. We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- 6. We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
- 7. We work to raise standards for all pupils, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

## **Purpose of the Policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristic). This means that schools cannot discriminate against pupils/staff or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnerships are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties.

### **The Public Sector Equality Duty or "general duty"**

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

### **Two "specific duties"**

This requires all public organisations, including schools to:-

1. Publish information to show compliance with the Equality Duty by April 6th 2012.
2. Publish Equality objectives at least every 4 years, which are specific and measurable by April 6th 2012.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

**Appendix 1** shows the school's Equality Objectives for 2014-2017 in an Equality Action Plan.

**Appendix 2** is a checklist of key equality considerations.

## **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in the school prospectus, school website and newsletters. There are also references in many of our policies including the behaviour, admissions, SEN and anti-bullying policy.

The Equality Act also applies to schools in their role as employers. A number of staff and governors have undertaken Safer Recruitment training which ensures that our recruitment systems avoid discrimination and ensure equality good practice throughout the recruitment and selection process. Equality policy and practices are covered in all staff inductions. All temporary staff are made aware of the Single Equality Policy and practices.

## **What we are doing to eliminate discrimination, harassment and victimisation**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils - designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head Teacher ensures that all appointment panels give due regard to this policy so that no-one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admission arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, or gender.

## **Behaviour, Exclusions & Attendance**

The school policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

## **Addressing Prejudice & Prejudice Based Bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality;

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief
- Prejudices around gender and sexual orientation.

We treat all bullying incidents equally seriously. We keep a record of different prejudice-related incidents and provide a report to the Governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them.

## What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions home visits.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps,
  - ✓ for example, we work hard to reduce the gap between disadvantaged children and those more privileged.

### We collect and, analyse data:

- on the school population by factors such as: gender and ethnicity;
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- by year group - in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability

We publish an analysis of standards reached by different groups at the end of each key stage:

Pupil Premium  
Ethnicity  
Pupil Premium children  
EAL  
SEN Support  
SEN statemented children  
Looked after Children

- We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We have also implemented an Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

### **Positive Action**

We will take positive and proportionate action to address the disadvantages faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors and newsletters.

### **Other ways we address equality issues**

- We keep minutes of meetings where equality issues are discussed, e.g. Governors Meetings.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- 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, whole school questionnaires on children's attitudes to self and school
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans.
- Ensure that we secure responses and feedback at Governing Body meetings.

## **Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)**

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups.

We produce an Equality Action Plan that shows how we will achieve our objectives.

### **Monitoring and Reviewing Objectives**

We will review and update our equality objectives every year and report to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

We will publish an evaluation of the success in meeting these objectives for parents and carers, on the school website.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Governing Body**

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented. The Curriculum & Standards Committee and the Personnel Committee both have a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions and exclusions. Governors annually review the Equality Policy.

### **Head Teacher**

The Head Teacher 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.

### **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom.
- challenge prejudice and discrimination.
- deal fairly and professionally with any prejudice-related incidents that may occur.
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- maintain the highest expectations of success for all pupils.

- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- keep up-to-date with equalities legislation relevant to their work.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **Equal Opportunities for Staff**

- This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- 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.

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

### **Monitoring and Reviewing the Policy**

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers.

### **Disseminating the Policy**

This Equality Policy along with the Equality Objectives and data is available;

- on the school website
- as paper copies in the school office
- as a summary in the school prospectus

We ensure that the whole school community knows about the policy, objectives and data through the school newsletter, assemblies, staff meetings and other communications.

We publish on the school's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

Equality Objectives and Action Plan 2014 – 2017 (Red writing = evaluation)

Equality Objectives and Action	2014/15 Target	2015/16 Target	2016/17 Target	Person responsible
<p>Ensure that all pupils' voices are heard and the children consider the issue of gender equality and consult on their views regarding possible areas of discrimination at Wren's Nest</p>	<p>Regular meetings of the School Council from Y1 to Y6 with a formal reporting procedure, ensuring all children have opportunity to contribute.</p> <p>Children to elect members ensuring a fair balance of girls and boys.</p> <p>School council established democratically and met regularly throughout the year.</p>	<p>Review children's perceptions of gender equality and identify any areas of perceived unfairness within school.</p> <p>School council voted for by children following assembly to explain process and characteristics of good council member. School council considered whether things were "fair" in school - sought class views.</p>	<p>All classes to review gender equality with class teachers - questionnaire.</p>	<p>MR HT</p>
<p>Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.</p>	<p>In addition to mechanisms within each class, the Family Support Co-ordinator and Life Long Learning Manger ensure that parents are supported to access information on their child's progress at school.</p> <p>SEN meetings supported so that children and parents have opportunity to contribute. IEPs written so children can understand targets and plan. Reports discussed as well as written.</p>	<p>Develop an increased range of different opportunities for parents to come into school, see their children learning and have opportunity to discuss this progress.</p> <p>Parents evening attendance monitored and follow up appointments for parents not able to attend. Some parents facilitated to have separate appointments at different times. Mrs Armitage / Mrs Smith support parents to access school.</p>	<p>All parents access information regarding their children's progress at school in an appropriate and easy to understand form.</p>	<p>KA/JS SLT</p>

Equality Objectives and Action	2014/15 Target	2015/16 Target	2016/17 Target	Person responsible
<p>Ensure that the governing body of the school reflects that of the wider community</p>	<p>Review of Instrument of Governance to ensure fit for purpose and meets the needs of the school.</p> <p><i>New instrument of governance - 9<sup>th</sup> January 2015</i></p>	<p>Completion of skills audit to identify any gaps in knowledge, skills and understanding - recruit where possible to fill identified gaps.</p> <p><i>Audit of skills completed and gaps identified. Governors discussed recruitment opportunities (minutes)</i></p>	<p>Recruit when necessary and where possible fill any remaining identified gaps.</p>	<p>Govs</p>
<p>Ensure that all pupils can participate in extracurricular activities and that through extra-curricular activities gender stereotypes are challenged.</p>	<p>Monitor extra curricular clubs each term to ensure that they include a range and breadth of activities for all children. Monitor attendance to clubs and review balance of gender.</p> <p><i>Achieved: range of clubs offered - with uptake by both girls and boys (including those clubs that are more likely to be attended by boys eg football, golf)</i></p>	<p>Monitor extra curricular clubs each term to ensure that they include a range and breadth of activities for all children.</p> <p>Monitor attendance to clubs and review balance different groups of children (esp Pupil Premium and gender.)</p> <p>Identify targeted individuals to attend specific clubs as appropriate (eg to address obesity / health issues - positive discrimination)</p> <p><i>Change 4 Life Club provides targeted opportunity for some children.</i></p> <p><i>Increased range of clubs - 157 Pupil Premium children took part in a club during the Summer term 2016</i></p> <p><i>Increased number of sports clubs appeal to both boys and girls.</i></p>	<p>Monitor extra curricular clubs each term to ensure that they include a range and breadth of activities for all children.</p> <p>Monitor attendance to clubs and review balance different groups of children (esp Pupil Premium and gender.)</p> <p>Identify targeted individuals to attend specific clubs as appropriate (eg to address obesity / health issues - positive discrimination)</p>	<p>EP GW LG</p>

Equality Objectives and Action	2014/15 Target	2015/16 Target	2016/17 Target	Person responsible
<p>Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.</p>	<p>All children will participate in a minimum of 4 school trips/visit per year. The risk assessment form ensures no child is discriminated against - educational visits co-ord / HT to ensure that no discrimination takes place.</p> <p>All risk assessments ensure no discrimination on any grounds. All year groups have had opportunity to attend at least four trips. Specific children have individual risk assessments to enable them to participate safely</p>	<p>All children will participate in a minimum of 4 school trips/visits per year. The risk assessment form ensures no child is discriminated against - educational visits co-ord / HT to ensure that no discrimination takes place.</p> <p>No child not taken on a trip through discrimination - disability / gender. All children participate - no discrimination due to financial hardship. Visits programme subsidised by school budget. Personal plans in place for children with individual needs in addition to risk assessment for the class.</p>	<p>All children will participate in a minimum of 4 school trips/visits per year. The risk assessment form ensures no child is discriminated against - educational visits co-ord / HT to ensure that no discrimination takes place.</p>	<p>Class teachers RW</p>
<p>To ensure that parents and children are involved in the continued review and development of the equality scheme and that it responds to concerns raised.</p>	<p>Summary copy of policy available on the school website and views sought from parents.</p> <p>School council to consider equality from a children's viewpoint and identify possible issues.</p> <p>Policy available on website. School council meeting regularly to consider a range of issues and provide forum for feedback.</p>	<p>Review of policy and raised awareness of the importance of racial, gender, disability equality. Seek views from parents through school / feedback from parent governors.</p> <p>School questionnaire shows parents feel school is well led and managed. 100% of parents would recommend the school to other parents. PSHE board showing range of children's work in main front entrance.</p>	<p>Review of policy and raised awareness of the importance of racial, gender, disability equality. Seek views from parents through school / feedback from parent governors.</p>	<p>RW</p>

<p>Promotion of Children's Rights and Responsibilities as part of our work towards becoming a Rights Respecting School.</p> <p>2016 onwards. Launch and then embedding of new PSHE programme Dot.com. Programme selected for comprehensive coverage of all aspects of personal and social education including protective behaviours and current issues.</p>	<p>New Year's resolution for the school "Know our rights and accept our responsibilities"</p> <p>Investigate the process of becoming a Rights Respecting school - present to governors and begin commitment step if agreed.</p> <p>SH presented to governors, launched in school Summer 2015, work undertaken towards gaining Commitment Recognition.</p>	<p>Achieve Commitment Recognition by Summer 2016.</p> <p>Children to begin to develop understanding of rights and responsibilities. Children to understand "Respect" for others in a range of contexts.</p> <p>Rights Respecting School project on hold. (PSHE focus changed to include Protective behaviours education)</p> <p>Development of children's understanding of respect and tolerance and their responsibilities within society delivered through new PSHE programme (Dot.com)</p> <p>2016 Wren's Nets New Year's resolution: "To always do our best"</p>	<p>Dot.com programme embedded and children building understanding through spiral curriculum. Books provide evidence of children covering protective behaviours work.</p> <p>Questionnaires show children feel safe in school. Children know who they can talk to and who they can go to if they need help.</p> <p>Children to understand "Respect" for others in a range of contexts.</p>	<p>MB RW RG Class teachers</p>
<p>To review the pay policy and the Performance Management Policy to ensure that policies promote equality of opportunity for all genders, eliminate unlawful discrimination and harassment and ensure no gender pay gap.</p>	<p>Review Pay Policy / Appraisal policy, consult with staff - July 2015</p> <p>Achieved: Pay Policy adopted by full governing body - Oct 2015</p>	<p>Review Pay Policy / Appraisal policy, consult with staff - July 2016</p> <p>Pay &amp; Conditions document not released until August 2016. Pay Policy in place September 2016.</p>	<p>Review Pay Policy / Appraisal policy, consult with staff - July 2017</p>	<p>RW/Govs</p>

## APPENDIX TWO

### Check list for School Staff and Governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the School Council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school environment is increasingly as accessible possible to pupils, staff and visitors to the school.
- Open evenings and other events which parents, carers and the community attend are held in accessible parts of the school and issues such as language barriers are considered.

The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information

- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.