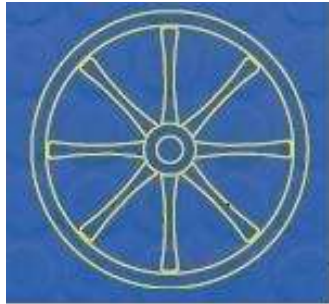


# Equalities Information

## Wheelwright Lane Primary School



*Learning For Life*

Policy Type: Statutory

Approved by Governors: March 2021

Next Review: March 2025

Committee: Resources

## **1. INTRODUCTION**

1.1. Wheelwright Lane Primary School welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual identity.

1.2. Wheelwright Lane Primary School welcomes its duty under the Education and Inspections Act 2006 to promote community cohesion.

1.3. Wheelwright Lane Primary 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.

## **2. OUR COMMITMENT TO EQUALITY**

### **2.1. All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, 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 identity.

### **2.2. We recognise and respect difference**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised

- religion,

### **2.3. 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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

### **2.4. We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity/paternity/adoption leave

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

In addition to avoiding or minimising possible negative impacts of our policies and practices, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- people regardless of sexual identity

## **2.6. Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- people regardless of their gender and gender identity
- people regardless of sexual identity

2.7. We recognise that the actions resulting from a policy statement such as this are what make a difference.

2.8. We keep our equality objectives under review and report annually on progress towards achieving them.

2.9. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our commitment set out above.

## **3. ETHOS AND ORGANISATION**

3.1. We ensure that our commitments listed in above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

## **4. ADDRESSING PREJUDICE AND PREJUDICE RELATED BULLYING**

4.1. Wheelwright Lane Primary School is opposed to all forms of prejudice including:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

4.2. All members of staff are given guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

4.3. We take seriously our obligation to report the numbers, types and seriousness of prejudice-related incidents at our school. Incidents are reported to the Local Authority electronically (incidents file kept in HT office).

## **5. ROLES AND RESPONSIBILITIES**

5.1. The Governing Body is responsible for setting the framework to promote and value equality and diversity at the school and for monitoring the effectiveness of the policy.

5.2. 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

5.3. The Governing Body will regularly monitor the implementation and effectiveness of this policy.

5.4. 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.

5.5. All staff members are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver lessons that reflect the school's commitment to equality
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

## **6. INFORMATION AND RESOURCES**

6.1. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

6.2. All members of staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail as required.

## **7. RELIGIOUS OBSERVANCE**

7.1. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **8. STAFF DEVELOPMENT AND TRAINING**

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

## **9. BREACHES OF THE POLICY**

9.1. Breaches of this policy will be dealt with under the school's disciplinary and grievance procedures.

## 10. MONITORING AND EVALUATION

10.1. We monitor the application and effectiveness of this policy, and make adjustments as appropriate.

10.2. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Approval for this document lies with the Head Teacher.

Signed

Date - March 2021

Date for review - March 2025