



Whimble Primary School

Equality Policy

1. Introduction

This single policy replaces separate policies the school has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

Our school's vision for education enables children to flourish in a creative and caring environment. This vision is realised by encouraging all members of our school's community to support and challenge each other to develop independence, resilience and confidence so that all of our pupils can enjoy a lifetime of learning.

Our curriculum gives everyone this opportunity and encourages learning in the broadest sense through lessons, projects, home learning, visits and visitors and using both our local community and beyond to develop skills that will last a lifetime. The National Curriculum forms one part of the school curriculum.

The curriculum is designed to be ambitious and expects that every child will be the best that they can be, regardless of their starting points in life. We support children who do not have opportunities to experience the wider world through our teaching, visits and other activities that build a rich and diverse foundation for a secure future.

We have chosen a knowledge-rich curriculum which follows a carefully planned sequence towards specified end-points, as set out in the National Curriculum. The 2002 Education Act requires schools to provide a 'balanced and broadly based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life.

The school's 6Rs are at the core of our curriculum. These have been easily aligned to the Skills Builder essential skills.

Our 6Rs are known as the **W**himble **W**onders and have named Apple Characters:

Harvey - Resilience - Staying Positive
Iden - Resourcefulness - Creativity
May - Respect - Teamwork
Pearl - Responsibility - Leadership
Latimer - Reasoning - Problem Solving
Elstar - Reflection - Aiming High

The curriculum shapes and determines what children will gain from their educational experience. It is the substance of what is taught and is built on the progression of skills and knowledge that children will need to become responsible global citizens of the future.

Our school is committed to developing positive relationships between all those who make up its community. Our vision is that children who are safe, happy and cared for learn best and that their emotional wellbeing is every bit as important as their learning.

2. Clarification of Terms Used

Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Inclusive	Making sure everyone can participate, whatever their background or circumstances.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion.
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the school's perspective, the term "community" has a number of meanings: <ul style="list-style-type: none">• The school community - the students we serve, their families and the school's staff.• The community within which the school is located - in its geographical community, and the people who live and/or work in that area.• The community of Britain - all schools by definition are part of it.• The global community - formed by European and international links.
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

3. Scope

This policy applies to and aims to benefit all staff, Governors, pupils, parents/guardians.

4. Values and Commitment

At Whimble Primary School we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means:

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible

for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.

- We will actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in our equality plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and we will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality and diversity.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying (follow link to new DCC guidance).
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, racial difference, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school improvement plan.
- We will regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans.
- We welcome a diverse range of candidates and encourage those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- We will set out training and awareness sessions in the school improvement plan.

- We will consult with pupils, parents/carers and staff on the equality objectives that we set and will draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- We will maintain and update an equality page on the school website to show how it we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, we will carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary (DCC policies will have already had EIAs carried out).

5. Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and civil partnership** - Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies.

- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

'Prohibited Conduct' (acts that are unlawful):

- **Direct discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments**.
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- **Pregnancy/maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans (Schedule 10)

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:
 - Increase disabled pupils' access to the school curriculum
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

For more information see Equality Human Rights website:

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools)

or Devon County Council at <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

6. Responsibilities

The Governing Body will:

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

The Headteacher will:

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff will:

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Specific Staff will

- SENDCo to ensure that pupils with physical and learning difficulties are met.
- R.E. subject leader to ensure RE is in line with county guidance and stereotypical views of particular faith groups or beliefs are not perpetuated.
- P.S.H.E. subject leader to ensure diversity issues are addressed in the implementation of the PSHE and citizen framework throughout the school.

Pupils will

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

Visitors will (e.g. parent helpers, contractors)

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

7. Communicating and promoting this Policy

All staff and governors, including supply teachers and visitors are to be made aware of this policy and any subsequent updates or amendments.

A copy will be:

- Provided via a link on the school's website.
- Available to any parent on request.
- Referred to in the School Prospectus

8. School Improvement Plan

Objectives, agreed by the Governors, will be contained within the School Improvement Plan.

9. Practice

Admissions and attendance

The school welcomes pupils from all backgrounds and abilities and has a separate Admissions Policy.

Devon admissions and transfer criteria are determined by the Local Authority which is responsible for assessing the impact of its policies on different groups.

Information about pupil's gender, ethnic origin, home language, religion or belief, physical and emotional needs and diet is collected to enable the school to meet the needs of all pupils.

Attendance of all pupils is monitored regularly by the Headteacher who contacts the Education Welfare Officer if concerned. Where individual or groups are identified as causing concern appropriate strategies are implemented with support from the Education Welfare Services.

Provision and support is available for pupils to take time off for religious observance with minimal disruption to their education.

Policies

All relevant policies shall contain a statement that complies with the latest legislation concerning equality and cohesion

When the governing body approves policies, all policies shall be checked to ensure they do not have potential to disadvantage people because of a protected characteristic, and advance equality and foster good relations where possible.

Teaching, Learning and Curriculum

There will be a focus on securing high standards of attainment for all pupils, removing barriers to learning and wider activities and reducing unjustifiable difference in outcomes for different groups of pupils.

Teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.

The taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

The curriculum will promote the spiritual, moral, cultural, mental and physical development of learners and society, and prepare pupils for the wider opportunities, responsibilities and experiences of life after their school career with us has ended.

The school will work to provide opportunities for learners to work with a range of people from different age groups, backgrounds, religious, ethnic and cultural groups.

All pupils, including those with a physical disability or special educational needs, will have equal access to the curriculum appropriate for their age or ability. The curriculum may be modified and/or differentiated to enable the individual pupil to better access that curriculum due to any educational or physical special needs they may have.

Equal opportunities will be specifically taught and promoted through certain areas of the curriculum. For example, through Personal, Social and Health Education (PSHE) issues relating to gender, physical disabilities (e.g. mobility, hearing, sight), age, race and religion or belief can be addressed.

Science and sex and relationship education lessons (SRE) will provide opportunities for issues relating to gender and sexual matters to be addressed as appropriate for the age of the children.

Assembly and Collective Worship also enable specific matters around religion, belief and culture to be directly addressed.

Equal opportunities may also be promoted through other curriculum areas when appropriate. For example, in science, history, geography, RE, art, etc. there may be opportunities to include teaching about the contributions of men & women, people with disabilities, and our shared human needs and similarities irrespective of ethnic and cultural background.

Resources bought by the school and used to teach the various subjects, and provide the children with a range of images and messages about diversity e.g. posters, books, computer software, will promote equal opportunities and be free of prejudicial or stereotypical messages. Resources will be reviewed from time to time to ensure they are appropriate. Staff will be mindful that this may not be the case where children, parents or other well-intentioned sources have loaned resources to the school. Loaned material found to contain prejudicial, discriminatory or stereotypical messages will be used with discretion, not used at all, or used within the context of opportunities to discuss issues of equality and diversity.

In planning the curriculum, account will be taken of the needs of the pupils, including a disability, cultural background and linguistic needs, and appropriately differentiated work produced.

Where appropriate within certain curriculum areas:

- pupils are given opportunities to explore issues of identity, equality, and racism, including the use of language;
- learn about and celebrate festivals and traditions of different cultures;
- learn about world development issues, global issues and our interdependence on each other.

Pastoral Care

Support is available for specific pupils if necessary e.g. pupils for whom English is a second language, to enable them to participate equally and achieve their own potential. Included in our provision is access to mental health and wellbeing support via our Mental Health Lead Practitioner and Early Help for Mental Health Champion. This support is tailored and accessed when a need is identified.

Activities, including extra-curricular activities

A variety of extra-curricular activities will be offered. For reasons of health & safety and management it may be necessary to restrict membership of the activity to specific age groups and/or a specific number of participants.

Reasonable adjustments will be made so that children with disabilities can participate in activities.

The school works in partnership with a wide variety of agencies and organisations to support the learners' education. Engagement with parents through an open-door ethos, parents' evening, curriculum meetings, festivals and other celebrations is considered a priority at the school.

The School Council, which involves the children in the decision making and organisation of the school, teaches the children the importance of participation and making a difference to the school, local community and beyond.

Consultation, Engagement and Understanding

The school consults with the following stakeholders on its approach to equality and cohesion:

- Current pupils (via the school council)
- Parents/Carers
- School staff
- Governors

Monitoring of attainment, progress and assessment

The progress of children is tracked through the school's assessment framework, and monitored carefully to ensure that they are achieving in line with expectations. Individual pupil attainment and progress is monitored for signs of underachievement. Attainment and progress of different groups are monitored for differences in performance, e.g. whether boys are falling behind girls. Where individual underachievement is found or differences in the performance of certain groups are identified, appropriate remedial strategies to curriculum planning and delivery are implemented and targeted at these specific individuals or groups. Appropriate assessment strategies are employed as far as possible to ensure no individual or group is disadvantaged by the assessment system due to physical or linguistic needs whether culturally based or not.

Information on other disabled people using our services

Although not obliged to collect information on disabled parents / carers and other users, the school endeavours to consider the needs of all school users.

Bullying and dealing with incidents of a discriminatory nature

Whimple Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Bullying can be defined as "*behaviour by an individual or a group, **repeated** over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Any types of bullying incident will be recorded formally on the school's reporting system, CPOMs and follow Devon guidance: Bullying, Prejudice and Racism Incidents - preventing and responding.

Action taken following identification of any bullying incident will be in accordance with our Anti-bullying Policy.

Annual Reporting

Improvement objectives will be developed and progress reviewed and reported annually. A full review of the whole policy will be carried out every three years.