

# Worplesdon Primary School



## Equality Policy

Policy Reviewed	December 2017
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# Worplesdon Primary School – Equality Policy

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### 1 Public Equality Duty

Worplesdon Primary School is a multi-cultural, multi-racial, multi-ability community of approximately 1800 people, parents, professionals and pupils. We believe that everyone in the School is of equal value and should have equal opportunities in school, the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability or learning need. This will not happen in our school.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and of the community.

Equal Opportunities is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved make Worplesdon Primary School a real Equal Opportunities and Inclusive school.

## 2 Introduction

The policy sets out the School's approach to promoting equality, as defined within the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. It covers sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment.

There is a statutory public sector duty to promote equality expressed through the [Single Equality Scheme](#).

### 2.1 Policy Sections

This policy sets out our approach to promoting equality, as defined in the Equality Act (2010). It has sections on:

- [The Context](#);
- [Equality – Aims and Values](#);
- [Our Approach to Promoting Equality, Diversity and Tackling Discrimination](#);
- [Roles and Responsibilities](#);
- [Monitoring, Reviewing and Assessing Impact](#).

### 2.2 Single Equality Scheme Contents

Our Single Equality Scheme contains:

- An introduction;
- Information showing the School has complied with the General Duty;
- Published evidence of Equality Analysis Undertaken;
- Published details of Engagement Undertaken;
- Published Equality Objectives.

### 2.3 Supporting Policies and Statements

We maintain:

- A Behaviour Policy;
- An Anti-Bullying Policy;
- A Special Educational Needs Policy;
- A Learning and Teaching Policy;
- A Recruitment Policy;
- A Whistle-Blowing Policy.

The School has a separate Aims Statement. Where no specific mention is made of the principles of equality in other current school/Children's Centre policies, these principles still apply.

### 2.4 Staff & Governor Responsible

The Head Teacher, Mrs Karen O'Brien, is the named member of staff responsible for equality and the Chair of Governors, Mrs Ginny Willis, is the named Governor.

### 3 School Context

Worplesdon Primary School is a growing school with two-form entry at infant level and three-form entry for the junior school with a current total capacity of 480 pupils growing to a capacity of 540. The children come from a wide area across North Guildford and the villages of Fairlands, Worplesdon and Wood Street. The economic background of the families is mixed with all income groups represented. The School usually has an equal gender mix; approximately 3-5% travellers, 18% SEN and despite the low level of FSMs (less than 5%), home visits carried out by EYFS teachers reveal a significant number of families where economic and housing conditions are challenging.

The average level of attainment on entry is below the Surrey average. In some year groups the ability distribution is more irregular than in others. Over a number of years the School profile has remained largely consistent.

Historically the School has had a low level of ethnic diversity but in the past three years the percentage of pupils with ethnicity other than White, British has risen from 7% to 14%. Worplesdon Primary School has a low level of ethnic, cultural and linguistic diversity but the School is committed to enriching the ethnic, cultural and linguistic experiences of all pupils and to recognising and celebrating the diversity of British society.

### 4 Equality

Worplesdon Primary School aims to provide equality and excellence for all in order to promote the highest possible standards.

Worplesdon Primary School is a happy and successful community where every individual is valued and involved. The School prides itself on positive relationships between all community members.

#### 4.1 Aims and Values

The School aims are:

- To inspire a love of learning through providing a challenging and broad curriculum through which all children can achieve personal success;
- To provide a safe and nurturing environment where all children are valued, confident and can build positive relationships;
- To ensure all children acquire a range of skills through personalised teaching and learning styles giving the children confidence to 'have a go';
- To embrace their curiosity and develop a passion for learning through which they build an enthusiasm for personal, social and academic development;
- To value, celebrate and respect diversity within the local and global communities and the part they play within these.

#### 4.2 Aims Achieved by

Our aims are achieved by:

- Ensuring that all children receive a broad and balanced curriculum by providing quality time, facilities, specialist teaching and exciting opportunities resulting in excellent standards in the core subjects;
- Ensuring that the personal, social and health needs of children are supported and developed.

#### 4.3 The School's Approach to Promoting Equality

The overall objective of the School's Equality Policy is to provide a framework for the School to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy, the School seeks to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the School receives less favourable treatment on any grounds which cannot be shown to be justified. This includes the protected characteristics identified within the Equality Act (2010) of: sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant, undergoing or who have undergone gender reassignment, ethnic or national origin, language, marital or civil partnership status.

### 5 A Cohesive Community

The principles of this policy apply to all members of the extended school community; pupils, staff, governors, parents and community members. The School endeavours to embrace the ethos of community cohesion including considerations for the School and its extended community, the School in its geographical community, the community of Britain, the global community, communities of interest (e.g. environmental groups, faith groups, ethnic or language groups), communities of friends.

#### 5.1 How Worplesdon Primary School Achieve a Cohesive Community

In order to achieve a cohesive community, we:

- Promote understanding and engagement between communities;
- Encourage all children and families to feel part of the wider community;
- Understand and respond to the needs and hopes of all our communities;
- Tackle discrimination;
- Increase life opportunities for all;
- Ensure learning, teaching and the curriculum explores and addresses issues of diversity.

## 6 Roles and Responsibilities

### 6.1 Governors

School governors are responsible for:

- Making sure the School complies with current equality legislation;
- Making sure this policy and its procedures are followed.

### 6.2 Head Teacher

The Head Teacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it;
- Making sure its procedures are followed;
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination.

### 6.3 School Staff

All school staff are responsible for:

- Modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping;
- Promoting equality and avoiding discrimination against anyone;
- Keeping up to date with the law on discrimination and taking training and learning opportunities.

### 6.4 Pupils

Pupils are responsible for:

- Keeping equality and diversity issues on the School Council agenda, through a shared input with staff on developing policies relating to this area. This may include:
  - The anti-bullying policy and specifically racist and homophobic bullying;
  - Developing school/class rules which challenge discriminatory behaviour.

### 6.5 Parent / Carers and Visitors

Parents/Carers and Visitors are responsible for:

- Knowing and following our equality policy.

### 6.6 Overseeing Equality Practices

Responsibility for overseeing equality practices in the School lies with a named member of staff (Head Teacher) and governor (Chairperson) whose responsibilities include:

- Coordinating and monitoring work on equality issues;
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents);
- Monitoring the progress and attainment of potentially vulnerable groups of pupils (e.g. children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.);
- Monitoring exclusions.

## 7 Monitoring, Reviewing and Assessing Impact

The Equality Policy is supported through the School Development Plan. The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

The Head Teacher will provide monitoring reports for review by the Governing Body. These will refer to the school population, key initiatives and progress against targets and future plans.

The Equality Policy and its principles of equality apply to all other school policies.

## 8 Single Equality Scheme Introduction

The Single Equality Scheme requires schools to consider the ‘General’ and ‘Specific’ duties in promoting equality across the full range of protected characteristics, namely:

- Sex;
- Race;
- Disability;
- Sexual Orientation;
- Religion or Belief;
- Gender Reassignment;
- Pregnancy or Maternity;
- Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils.

### 8.1 The General Duty

Public bodies have a ‘General Duty’ to:

- Eliminate conduct that is prohibited by the Equality Act (2010);
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

### 8.2 The Specific Duties

- Publish information showing that they have complied with the General Duty;
- Publish evidence of the equality analysis undertaken;
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives;
- Set and publish Equality Objectives.

### 9 Statement

Worplesdon Primary School is a multi-cultural, multi-racial, multi-ability community of approximately 1800 people, parents, professionals and pupils. We believe that everyone in the School is of equal value and should have equal opportunities in School, the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability or learning need. This will not happen in our School.

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## 10 The Specific Duties

### 10.1 Information Showing the School has Complied with the General Duty

Duty	Actions Taken
Eliminate Conduct that is prohibited by the Act	<p>We have reviewed the whole School profile and revisited and underlined the centrality of equality and inclusion in a community School that is still relatively homogenous, recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>The School focuses on a values based education.</p> <p>Previously we have participated in the LA / 4S Equality and Diversity Project, looking particularly at Community Cohesion. This work has included INSET for staff and engagement with parents.</p> <p>There are minimal incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those that do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.</p> <p>The School has an Equal Opportunities Policy in place and the current required Equality Schemes and Disability Access Plan.</p>
Advance Equality of opportunity between people who share a protected characteristic and people who do not share it	<p>Pupils who have particular needs are well supported in our School and they make progress.</p> <p>There are established and effective monitoring systems in place to track pupil attainment.</p> <p>Care, Guidance and Support is outstanding. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in School, and that their views are listened too.</p> <p>Our Anti-Bullying and Behaviour Policies have recently been reviewed with pupil and parental engagement.</p>
Foster Good Relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.	<p>Equality and Inclusion are central to our School ethos. Being a UNICEF Rights Respecting School enables pupils to focus on identifying and developing shared values. There are opportunities in Assemblies and in PSHE, as well as other lessons to learn about difference and diversity, both in our own community and others including the global dimension (link with Mukono Boarding School).</p> <p>We aim for quality communication with all our stakeholders and seek to provide access to information in a range of media.</p> <p>As a School we believe in ‘Leadership for All’. Our School Council is democratically appointed and is broadly reflective of the existing diversity of the School community (School Council representatives of different ages, gender, ethnicity).</p>

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### 10.2 Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	The policy has been reviewed recently with engagement from pupils and parents through School Council and parents forum. Rewards and Sanctions are monitored for adverse trends.	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider School policies and practices.
Anti-Bullying	Annually reviewed by SLT & Governors. Pupils have an important role to play in the implementation of this policy in their roles as mentors and playground friends. Introduction of 'buddy system' for vulnerable children.	Bullying Log is maintained, and has been reviewed to have a clearer focus on issues pertaining to the Equality Act – data kept on secure SIMS site
Equal Opportunities	Reviewed annually by Governors.	Policy to be reviewed to comply with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & RSE Policies	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. The R.E. policy adheres to current requirements of the Surrey Locally Agreed Syllabus for R.E. (2017-2022). Our RSE policy has been ratified by Governors and was agreed in consultation with parents through the parents forum and other communications.	Need to consider how to more widely reflect the diversity of the Equality Act in our curriculum models. Although the curriculum content is excluded there is a need to ensure that all people are represented in our curriculum. RSE should consider the implications of same sex Civil Partnerships alongside other relationships and family groups.
Learning and Teaching	Learning and Teaching is central to our work as a School and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. Policy is reviewed annually by SLT and ratified by Governors. There are regular lesson observations by teachers and peers.	This is a continually evolving policy, underpinned by our Aims and Values, as well as our commitment to Equality and Inclusion. Lesson observations should have a regular focus on equality issues.

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<b>Policy / Practice Considered</b>	<b>Outline how the policy / practice was evaluated</b>	<b>Outcome of analysis</b>
Safeguarding	A core policy and area of practice, and again closely linked to many others, including Equal Opportunities. Annually reviewed by Governors. Constantly updated to reflect changes in legislation and practice.	Continue to ensure that all Staff have access to quality Safeguarding training and that this reflects issues pertaining to Equality.
Recruitment	Reviewed annually by Governors and the changes to ensure compliance with the new requirements of the Equalities Act are already underway.	Policy should link closely to the Equal Opportunities policy and reflect the new requirements around Health Related questions in applications etc.

10.3 Publish Details of Engagement Undertaken (by December 2011)

Individual / Group engaged or consulted with	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the School. Primarily through the democratically appointed School Council, but also through class and group consultation and questionnaires etc.	Pupils report feeling safe and well-looked after in School. There are minimal reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the School and their ideas are listened to attentively.
Staff	Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being. Staff contribute to PSHE (LFL) sessions and receive training	Staff identify needs for ongoing training and CPD in a range of areas, including Equality and Diversity. Although not an identified problem, staff are keen to deal confidently with all areas of diversity.
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings and actively support the School. There is a link Governor (the Chair) for Equality and Inclusion.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive School.
Parents	Most parents regularly liaise with School through email, telephone, face to face or PTA events. Annual questionnaires receive a high response rate	Parents increasingly recognise and value the inclusive ethos of the School and our commitment to inclusion. We will seek to strengthen our commitment to quality communications with all parents.

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### 10.4 Set and Publish Equality Objectives (by April 2012)

<b>Characteristic</b>	<b>Objective</b>	<b>Success criteria</b>	<b>Date for review</b>
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and updated in light of the Equalities Act and practices audited.	January 2020
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc., provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	January 2020
Gender	To narrow any gaps in attainment between girls and boys and identify trends of attainment for particular sub-groups based on race / disability etc.	Attainment is similar between boys and girls	January 2020
Disability	Steps are taken to reduce and/or eliminate negative stereotypes of disability across the School and to promote positive understanding.	Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.	January 2020
All	Interested stakeholders receive requisite training in a range of equalities / diversities issues.	CPD / INSET delivered to staff/governors/parents as required to promote confidence in challenging prejudice and promoting equality.	January 2020
All	Seek to broaden and strengthen further our commitment to quality communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources e.g. Braille / community languages etc.	January 2020